

DANIEL R. DAVIES

*The Internship
in Educational
Administration*



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The Internship in Educational Administration

by DANIEL R. DAVIES

Foreword by—CLARENCE A. NEWELL
*Professor of Educational
Administration
University of Maryland*

Foreword

BECAUSE a profession cannot rise above the level of its individual members, programs which are designed to prepare individuals for a profession are of crucial importance. Experience seems to indicate clearly that the preparatory programs must be effective if a profession is to advance and improve.

Unlike some of the other professions, the profession of education has developed special programs for those who aspire to professional leadership positions. These programs, designed for the preparation of educational administrators, have a powerful impact upon the schools. They help in no small part to determine whether the administrators will promote creative teaching or deadly conformity, and strongly influence the level of leadership for the whole profession.

It is only within the last decade and a half that there has been any systematic attempt on a nation-wide scale to evaluate preparation programs for school administrators. Viewed in its historical perspective, this development may be taken as an indication of the vitality of the field. Programs of professional preparation for educational administrators did not begin to develop until the twentieth century, and it is nothing less than remarkable that

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The Internship
in Educational Administration

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1962

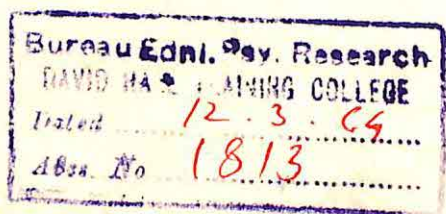
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Foreword

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It is only within the last decade and a half that there has been any systematic attempt on a nation-wide scale to evaluate preparation programs for school administrators. Viewed in its historical perspective, this development may be taken as an indication of the vitality of the field. Programs of professional preparation for educational administrators did not begin to develop until the twentieth century, and it is nothing less than remarkable that within half a century of their inception these programs were already being searchingly evaluated.

Of the developments which have been an outgrowth of this evaluation, few—if any—will prove to be more significant, I believe, than the systematic use of internships. The fact that internships are proving themselves to be highly valuable in an administrator's preparation gives rise to the belief that the time may come when they will be considered indispensable.

The nation-wide evaluation effort, out of which internships have developed, has been promoted by the profession itself. The move-

ment was initiated by the American Association of School Administrators, working cooperatively with other professional associations. It began with a meeting of professors of educational administration in Ithaca, New York, in the summer of 1947; continued with the organization of the National Conference of Professors of Educational Administration (NCPEA); expanded in the Cooperative Program in Educational Administration (CPEA), financed in considerable part by the W. K. Kellogg Foundation; and has achieved some degree of permanence in the University Council for Educational Administration (UCEA), an organization dedicated to the upgrading of educational administration and composed of leading universities throughout the country.

Dr. Daniel R. Davies has been closely involved in all these developments. Born in Pennsylvania in 1911, he had experience both as a teacher and as an administrator before joining the staff at Teachers College, Columbia University, where he is now Professor of Education. He has written numerous books and articles and has had a number of distinguished editorial and consulting assignments. A leader in the early meetings of professors of educational administration, he was the Coordinator of the CPEA in the Middle Atlantic Region from 1950 to 1959 and was the first executive director of the UCEA. He has been in a strategic position to view many research projects and experiments in administration, including a variety of internship programs. He is thus peculiarly well fitted for writing the present volume.

This volume constitutes an excellent synopsis of the literature in this area. As such, it should prove useful to all those who want an overview of the field. It contains many ideas which should prove helpful in the initiation or operation of internship programs, and thus should be of special interest to administrators, school board members, teachers, and citizens. Teacher educators who have responsibilities for internship programs should also find this volume useful.

CLARENCE A. NEWELL
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*The Internship
in Educational Administration*



CHAPTER I

Presenting the Internship

The internship in educational administration is a part of the recommended program of preparation for persons aspiring to become administrators of schools, school systems, and colleges. The internship focuses upon training, development and educational experiences for those persons in actual school situations.

The term "internship" is borrowed directly from the medical profession. Medical educators apply the word to the hospital experience required of every medical doctor near or at the end of his college preparation program before he can be licensed to practice medicine. He must, in other words, have "field" experience under the guidance of veteran practitioners before he is allowed to practice on his own. The internship is an integral part of his professional preparation.

Until comparatively recently the administrative internship in education has not been clearly and carefully defined. Experimental internship programs have taken many forms. To the extent that these differences represent useful experimentation, they have been helpful. But many of the programs which a few years ago were referred to as "internships" actually were not such at all, as the term is now defined. It is important, therefore, to keep clearly in mind what the internship *is* and what it *is not*.

What the internship is. In order to constitute a bona fide internship in educational administration, the following conditions must be satisfied:

1. The student's field experience which is labeled "internship" is an integral part of his professional education which comes after or near the completion of his formal program of professional preparation.
2. His internship involves a considerable block of time—at least one semester on a full-time basis or the equivalent.
3. The student must be expected to carry real and continuous responsibilities in his field situation under the competent supervision of a practicing administrator.

4. The board of education or board of trustees of the institution in which he is interning supports the program at the policy level.

5. The professional school in which he is enrolled is joint sponsor of his program along with the school system or institution. The professional school also assists in his supervision.

Two additional conditions are highly desirable:

1. The state department of education recognizes and endorses the internship program for the state as a whole.

2. The national and state associations of educational administrators are on record as endorsing—and even requiring—the internship as part of each practitioner's preparation and as part of his requirement for membership in the respective associations.

Thus, an internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practicing administrator and of a professional school representative for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities.¹ The program, in addition, is soundly based upon the state's legal structure through the state education department and upon the approved standards of the profession through its associations.

What the internship is not. The internship is *not* an apprenticeship. There are a number of similarities which make it easy to confuse the two. Both involve direct, on-the-job experience. The difference is largely one of timing and degree of difficulty. Unfortunately, the two terms tend to be used interchangeably in practice. It is important, therefore, to clarify their differences.²

Apprenticeship is the term applied to an on-the-job experience program, usually in the candidate's own school system or institution. There may or may not be a working relationship with a professional school to assist in the process. The initiative lies with the

¹ Clarence A. Newell, *Handbook for the Development of Internship Programs in Educational Administration* (New York: Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, May 1952), p. 4.

² Newell, "Internships and Apprenticeships in Educational Administration," *American School Board Journal*, 129 (July 1954), p. 26.

school or institution, which selects promising candidates, gives them direct practice under the supervision of its own administrators, and even helps each candidate decide whether or not he should seek formal training required for the license.

At its best, the apprenticeship is part of a total "executive development" program. For example, in a northern New York school system both the apprenticeship and the internship are employed. The apprenticeship is intended to offer *career guidance* to the teachers of the school system and to stimulate the continuing supply of able replacements for administrative vacancies. Each year three apprenticeships are offered. Teachers who are interested in exploring the area of administration are urged to apply. They need have had no formal training in administration, although their having had a limited amount will not exclude them.

Because far more apply than can be accommodated in any one year, a screening committee reviews the applications and credentials of each applicant. Three are chosen. Those who are unsuccessful may reapply annually as often as they wish. The chosen three are relieved of their regular assignments for the year and are replaced with a rotating trio of permanent teachers who are employed for this purpose.

For the whole year, then, each of the apprentices works closely with and observes a principal or someone on the central administrative staff. Each may have a wide and rich variety of assignments. But here the second chief difference between the apprenticeship and the internship is evident. The apprentice's assignments are more elementary and are largely exploratory. At the end of the year each expects to return to his teaching post.

What are the consequences? Several. The teacher may decide that the administrative life is not for him. In that case, the incident is closed. If, however, he decides that his future lies in administration, a further evaluation is made by those who have been observing him. They may believe him unsuited for administration and may advise him to seek his further career in education in the classroom or in some other nonadministrative position. On the other hand, they may strongly encourage him to begin formal training in educational administration at once. But in no case does the school

PRESENTING THE INTERNSHIP

system specifically promise a principalship or other administrative post to the apprentice.

Notice that the emphasis in this example of the apprenticeship is on career guidance. The apprenticeship year is an exploratory one, both for the teacher and for the school system. One interesting outcome of the plan is that far more potential administrators are discovered than could ever possibly be employed within the system. And the supply continues. Why? Because the school board and administration freely and generously recommend able apprentices who acquire the needed extra formal training for administrative positions in other school systems.

Do not, then, confuse the internship with the apprenticeship. The internship emphasizes rigorous learning experiences in the field near the end of a formal preparation program. It assumes that the candidate's basic decision to become an administrator has long since been made. The apprenticeship emphasizes career guidance and exploration. Formal training in administration may not yet have begun. If it has, it is still in the introductory stage. The apprentice's role is primarily observational. His operational duties are likely to be nonsensitive and elementary. Routine but necessary duties of the administrator figure prominently in his assignments.

As a further description of the apprenticeship, let us look at how it operates in a school system in California:³

To become an administrative training candidate at Campbell, one must have completed two years of satisfactory teaching experience, finished his military obligation, been accepted for graduate level work at college, completed six units of upper division work, and been awarded a California teaching credential.

The candidate then makes a formal application to the selection committee of district administrators and is given a series of tests by Stanford University. The selection committee interviews each candidate, observes his classroom teaching, evaluates him with his building principal, and rates the candidate on the basis of what they have learned about him. After all the candidates have been screened, the committee then selects five for the program.

Each trainee is assigned a principal for an advisor. The advisor helps him plan his program of visitations, informs the trainee of

³ Fred Peterson, "An Administrative Trainee Looks at the Program," *Administrative Training Bulletin* (Santa Clara County, San Jose, California, 1958).

helpful experience available as the semester progresses, and evaluates the work of the trainee.

The trainee is given one day of released time every two weeks during the first semester of the program. This time is spent visiting each school in the district, the superintendent, the assistant superintendent, and the business manager for a half-day each.

Through these visits, the trainee becomes better acquainted with the administrators, the schools, the teachers, and the general policies of the district. While the first semester is mainly a "familiarization" period, the second semester is more flexible, and the trainee can schedule work which will suit his particular needs and interests.

In the second semester, most trainees try to spend the bulk of their time in actual teaching and curriculum work in areas with which they are least familiar. In 1958, for the first time, trainees have been accepted for a third semester and are working with the district curriculum coordinator in improving and evaluating the courses of instruction.

The trainees actually participate in many other phases of the total district program, especially in areas in which they feel the greatest need. To name all the activities would be difficult, but some of the more common functions are attending all board meetings; attending principals' meetings, working with PTA and other community groups, classroom teaching on all levels; assisting their own principal in pupil accounting, budget preparation, student counseling duty, and class schedule preparation, substitute and student teacher orientation, teacher evaluation, etc.; inter-district visitation; house counts; and participating in and leading educational discussion groups and workshops.

Clearly, then, the internship is not an apprenticeship; nor is it to be thought of as a kind of cheap labor. There have been cases where a so-called internship was nothing more than a ruse for hiring an advanced graduate student to do a needed chore in the central office.

Suppose, for example, that the school board wants a study made of the success of its high school graduates in college. The superintendent reviews the assignments of the various members of his staff and concludes that there is none available who can assume the extra burden. A good solution would be a part-time, temporary appointment of a person who knew the field of education well.

Such a job would be just the spot for a graduate student—an intern. One is found from among the ranks of full-time students in

a neighboring university, and the unfortunate victim spends his days doing one task with little opportunity to view the whole perspective of the administrative job. The school system profits from the services of an eager, capable young professional who is in direct contact with some of the most recent ideas and developments in education, who is a nontenure appointment, and who can be paid a nominal salary.

Such "internships" are not internship programs at all. Applying the term thusly can bring disfavor and discredit to the whole internship idea. Fortunately, distortions and prostitutions of this sort are becoming fewer and fewer as agreement spreads concerning the operational meaning of the term "internship."

Internship versus Externship

Another source of confusion exists. Strictly speaking, the discussion of the "externship," has been thus far as the term is often used in the medical profession. The distinction is based upon the place of residence of the student. If he lives *in the hospital* during the period of his field experience, he is an *intern*. If he lives elsewhere—for example, at the university—and commutes daily to the hospital, he is an *extern*.

To apply the same distinction to the field of education would require our calling "interns" those who actually move to and reside in the community where they are practicing. Conversely, those students who choose to live at the university and to travel daily to the school system would be "externs."

Since practically none of the cases of what are called internships in educational administration call for the student's actually living on the school grounds (possible exceptions: interns in the college deanship, where the student might be expected to live on the campus), the term "externship" might have been a better one. The distinction, however, is not made in the field of education. Both are included under the one term: internship.

The field of hospital administration solved the matter of terminology neatly. Currently, to acquire a master's degree in hospital administration, a student typically spends one full "didactic" year in classes on the university campus. Then he spends a "residency"

year—what we would call a year's internship—in a hospital, which generally is many miles from the campus of the university.

The Internship in Perspective

The internship and the externship is more than a matter of terminology. The fundamental question is the relationship of laboratory and field experience to the verbal classroom experience of the learner. Few would disagree that classroom lessons can be scaled in difficulty from introductory and simple to advanced and complex. Indeed, every teacher attempts so to arrange his lessons, his teaching, and his syllabus. Field and laboratory experiences can also be scaled in difficulty. On such a scale, observation is at one end and responsibility for decision and action at the other.

In a continuum of field experiences from elementary to advanced, internship as here presented belongs at the extreme end of advancement. It is the final stage before the student is awarded an advanced degree or certificate from the professional school, before he is awarded a license by the state to administer, before he is granted full membership in his professional society, and before he is hired for the first time as an administrator.

At the beginning of the scale would be apprenticeships and field trips from the university for the purpose of observing. Next in order of difficulty come such activities as special field projects and participation in surveys, always under the supervision and direction of a professor from the university. Toward the advanced end of this phase of field experiences comes the typical doctoral project or dissertation, to the extent that it is oriented toward direct field activity and research. In practice to date, the doctoral project usually comes after the internship because a license to practice in educational administration is nowhere yet contingent upon the possession of the doctorate. Hence, doctoral study is more like *in-service* education for the administrator who will have been practicing for some time. The trend of the times, however, is toward more and more preparation prior to licensure.

Overlappings and even reversals of the above described sequences currently occur in practice. The confusion lies in the loose use of terms, in disagreements as to best practice, and in a healthy ferment

of theory and concept about the very positions for which internship is thought to prepare students. The preponderance of informed opinion and of best practice, however, supports the definition of the internship here presented, and its place in the hierarchy of field experiences.

Where Internships Have Occurred

Applications of the internship have touched almost all possible kinds of administrative positions both in and related to education. The "school type" internship has been taken with the elementary principal, the junior high school principal, the senior high school principal, the assistant superintendent for instruction, the assistant superintendent for business, and with the superintendent himself. By far the most common type has been the internship with the superintendent.

Interns have served with county superintendents of schools, and in state education departments. In the latter agency the possibilities are rich. Interns have been placed successfully with state commissioners of education and with assistant commissioners for research, for finance, for curriculum, and the like. The trainees' career possibilities are greatly enhanced by this state-wide view of education that they receive—an opportunity that otherwise might never come to them. Some have chosen to stay in state department work; others have gone out from such internships into local superintendencies, into college professorships, and into positions in national agencies.

Interns have served in state and national education agencies and associations. The need for specific preparation for administrative positions in state and national education associations has led to experimentation with the internship at those levels. One intern with the National Education Association was given the opportunity to assist with the conducting of regional meetings in a number of spots over the United States. The view of education at work nationally that he received could scarcely be duplicated otherwise. Planning for this kind of internship emphasizes a variety of administrative and supervisory experiences, including those that take place

in the central office in connection with research studies as well as in field services.

Interns have served with publishing companies which cater to the field of educational administration. Teachers College, Columbia University, and New York University have sponsored administrative internships with the American School Publishing Company. In this case the interns worked as "directors of research" under the direct supervision of the editor-in-chief. They had unusual opportunities to travel widely to conventions and professional meetings, to meet the leaders of the profession, to look for publishable material, to edit and to write, to conduct administrative research, and to acquire practice in conference leadership. Some question whether this type of experience is really internship for field administrative positions such as the superintendency. It is, indeed, a good question. No one quarrels with the great value to the intern in professional stimulation and extension of his horizons. But is it, strictly speaking, an internship unless the student elects to stay in an administrative role in magazine publishing?

Interns have served in the administrative offices of colleges and universities. The possibilities here are wide, too. Interns have been placed with administrative deans, presidents, registrars, admissions officers, vice-presidents in charge of development, superintendents of buildings and grounds, and bursars. The results have been excellent in most cases. Young men and young women who have interned in such positions almost without fail have been placed in comparable positions advantageously.

Interns have served with school architects. The population explosion puts school building planning, financing, construction, and remodeling in the center of administrative problems. Architectural firms by the hundreds have entered the school building field. They find that they need persons with a background both in educational administration and in education widely who can talk intelligently with school officials as potential clients. The internship in this case prepares students for "account executive" type positions with architectural firms.

Interns have served with consultant firms of several kinds. The number and variety of such firms increase annually. Some specialize in advising boards and administrators at both the lower school level

and at the college level on their building needs. In effect, they act as go-betweens in the board-architect relations. Other firms offer more general service, including advice in personnel administration, organization, business procedures—in fact, the whole gamut of administrative matters.

Except for the "school type" positions listed above, the others are often referred to as "fringe type" positions. Until recently, specific preparation for them was not offered. By way of the internship, existing patterns of formal preparation are readily adaptable to their specific requirements. In this sense, the internship is an adaptability factor in professional school programs for preparing educational administrators.

Purposes and Values of Internship

The internship in educational administration, like any other program of instruction, is intended to satisfy certain objectives. Unfortunately, complete statements or lists of such objectives have not been compiled. A thorough study of the available articles and books on the topic produced the following composite list of objectives.⁴ They fall into three categories: those applicable to the intern, to the sponsoring field agency, and to the cooperating university.

Objectives applicable to the intern.

To enable the intern to develop a more comprehensive view of educational administration.

The difference between what is taught in the professional schools and what actually occurs in the day-to-day, practicing situation sometimes is substantial. The reasons are many: The lag between theory and practice; gaps in the professional curriculum; nuances of operations dealing with real people that are difficult to tell about in the lecture hall; effects of community pressures for specific changes. These and other extensions of the on-campus part of his professional preparation come to him, it is said, by way of the internship.

To provide the intern with the experience of carrying real administrative responsibility.

The purpose here is to offer direct experience as a teacher.

⁴ Cooperative Program in Educational Administration, Middle Atlantic Region, *Appraisal of the Internship in Educational Administration*, Clifford P. Hooker, ed. (New York: Teachers College, Columbia University, 1958), p. 5.

rather than relying on the vicarious experience of the campus classroom. Much of administration involves *action skills*. To learn skills, study them, try them, practice them, eliminate incorrect ones, and thus perfect correct ones. The intern learns how to perfect his skills under the pressure of responsibility.

To enable the intern to benefit from lessons learned by the sponsoring administrator during long professional experience.

Here is an ideal "Mark Hopkins on one end of a log, and I on the other" situation. It is a teacher-pupil ratio of 1:1. The sponsoring administrator has what Alfred North Whitehead once referred to as power based upon the reality of direct experience, and in the tutorial relationship he can use it to the maximum to the benefit of the intern.

To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.

Just as automobile manufacturers need "proving grounds" and road tests to check the dependability and performance of their laboratory-designed and factory-built products, so do professional schools need a safety check on their selection and developmental processes. Here is the guidance function of the internship. Like the automobile road tests, it assumes the basic soundness of the product. It is pointed primarily at correcting details of design and manufacture—and estimating the probable market.

To instill in the intern a correct interpretation of the code of professional ethics.

As is the case with the Golden Rule and the Ten Commandments, it is one thing to know them by heart and to know what they mean to the extent that round-table discussions can interpret them. It is quite another problem to know how and when to apply them in practice. The utility of a code of ethics to a profession and to the public depends upon the extent to which the practitioners individually know how to apply the code, and do so.

Objectives applicable to the sponsoring administrator.

To provide opportunity for administrators and field agencies to fulfill their obligation of sharing in the preparation of prospective administrators.

The assumption here is that the continuity and development of a profession is a wide-spread responsibility, especially in the public service of education. Continuity and development of capable administrative leadership, then, is not the sole responsibility of the professional school, and should never be so conceived. Practicing administrators, school systems, county and state education offices,

professional associations and agencies at local, state, and national levels—all can best be thought of as extensions of the professional school's campus in this sense.

To provide the sponsoring administrator with professional counsel from the staff of the cooperating university.

The intern becomes a "communication bridge" between his sponsoring administrator and the latest ideas, theory, research, and experimentation being discussed and taught on the campus. In addition, supervisory visits by the professor-representative to the sponsoring administrator and to the intern provide another such "bridge" between "town and gown."

To provide additional services for the sponsoring field agency.

By relating problems of the field agency to his regular class work, the intern can offer an analysis and possible solutions to those problems under the guidance of his professors. Term papers, field projects and controlled experimentation can be done to the advantage of the field agency—and usually at no extra cost to the agency.

To stimulate the professional growth of the sponsoring administrator.

One of the best ways to learn is to teach. Each sponsoring administrator has the task of coaching a bright young student who is in touch with the latest and best that the professional school has to offer. Old, out-moded ideas and practices of the sponsoring administrator may not stand up very well—either in his own eyes or in the eyes of the intern. In his zeal to justify being continued as a sponsoring administrator, he must necessarily read, study, and travel to keep abreast of latest developments in the profession. Teaching the inexperienced is a challenge to the experienced.

To provide a means for evaluating administrative ability in prospective administrators.

A succession of interns gives the sponsoring administrator a chance to look over possible permanent employees without feeling any commitment to any one of the interns individually. In this sense, the internship becomes an extension of the recruitment and selection process of the field agency for maintaining its own supply of administrators.

Objectives applicable to the cooperating university.

To test the training program of the professional school against reality in the field and thereby to improve that program's effectiveness for preparing prospective administrators.

Feed-back from both the intern and the sponsoring administrator gives important clues to the professional school concerning strengths and weaknesses of its curriculum and teaching. Just as automobile manufacturers correct design and manufacturing processes in the

light of road testing and consumer use-experience, so can professional school faculties check and correct their operations.

To stimulate the interaction of the university and the surrounding school districts and other educational agencies.

Research and experience in several professional fields—education and medicine, for example—show that when there are many contacts between the professional school and the field agencies and practitioner, the quality of performance of both improves. Contacts which begin with the internship frequently lead to others equally rewarding.

To encourage the in-service development of professors of educational administration.

Professors who have direct contact with field problems are much less liable to the charge that they live in an ivory tower. In the process of supervising internships, they have their theories, ideas and recommended practices tested regularly and rigorously against the hard facts of daily school operation. They can adjust what they teach, and bring in new, up-to-date illustrations to use in their classroom teaching. Having observed *what is* personally, they are in a much better position to expound on *what should be*.

Professor Internships in Educational Administration

One other type of internship should be presented. Strictly speaking, it is not an internship in administration; it is an internship in the teaching of administration. Because it is directly related to education, administration, and internship, and because it is a direct outgrowth of the internship movement in educational administration, it belongs in this discussion—even though peripherally.

The professor internship began in 1951 through the efforts of the Cooperative Program in Educational Administration, Middle Atlantic Region.⁵ As of that time a few colleges had internship programs of the kind previously discussed, but the professor internship was a departure from the practice current at that time. During the ensuing few years, nearly a dozen persons intending to become professors in this area of specialization served internships.

The professor internship in educational administration undertakes to identify and to select capable persons for positions as pro-

⁵ B. J. Chandler and D. R. Davies, "Professor Internships in Educational Administration," *Teachers College Record*, Vol. 54, No. 4 (January 1953), pp. 202-208.

fessors of educational administration, to develop teaching and other professorial competencies in those selected, and to provide on-the-job training.

To some extent the professor internship rests upon the same principle as the graduate assistantship. However, *it is far more comprehensive*. The CPEA stipulated that the intern should be given opportunity to experience all of the significant activities of a regular college teacher of educational administration. He should not be expected to spend much time on trivial or purely clinical duties, nor should he be considered as a "graduate assistant," "reader," or "clerk."

Several purposes for the professor internship were defined:

1. To provide a period of practical experience to supplement the intern's previous preparation by working as a member of a college instructional staff under the guidance of professors of recognized proficiency.
2. To provide competent professional assistance to college departments of Educational Administration in the development of improved programs for the preparation of educational leaders.
3. To provide a supply of well-qualified men to fill future college positions as professors of educational administration.

Impetus for experimentation with the professor internship came from a follow-up study of doctoral graduates (of Teachers College, Columbia University, between 1935 and 1945) whose major field was the general administration of school systems. About 50 per cent of those graduates went into professorships in educational administration rather than into the superintendencies for which they were prepared, and yet no attempt was being made to differentiate between preparation programs for the professorship and those for the superintendency. The question arose as to whether a typical doctoral program designed to prepare field administrators was also necessarily the best to equip professors to teach administration to others.

Experience with the professor internship, brief as it has been, shows clearly that the tasks, knowledge, and skills required of the professorship are not the same as those required for the superintendency.

Unfortunately, the idea of the professor internship has not caught

on in the profession. It is not known whether any examples now exist. It may be that the whole tradition of denial of the need for specific instruction and supervised practice in the arts of teaching at the collegiate level dies hard. At any rate, a major task that confronts professional schools preparing potential professors of educational administration is to devise effective patterns of organization and programs of instruction that will provide realistic training for the prospective professor—and that means internship experience, too.

Summary

The internship in educational administration is a learning experience for the trainee. It comes near the end of his formal, preparatory program. It is not to be confused with other kinds of valuable field experience, such as the apprenticeship.

The internship's values and purposes go beyond those for the intern, himself. There are some as well for the sponsoring administrator, for the field agency, and for the cooperating university. It has even been suggested that professors who aspire to teach educational administration should themselves serve internships.

CHAPTER II

Origins and Development of the Internship

Internships for prospective school administrators are almost wholly a development of the second half of the twentieth century. Before 1947 only two universities claim to have done any experimenting with the idea.

The introduction and development of the internship idea in educational administration followed and paralleled similar developments in other fields, chiefly medicine. Medical students who had studied in Europe in the latter part of the Nineteenth Century imported the internship pattern into the United States. Why the term "intern" was adopted rather than "extern" is not known. The former referred to a student who boarded at the school where he studied. The latter referred to a student who studied at a school but did not board there. Over the years "internship" came to be applied to both patterns in this country, signifying a period of professional education in which the student would try out his classroom-learned knowledge and skills in actual field situations under competent supervision.

Internships became firmly established as a necessary part of the development of physicians. Gradually internships appeared in other professions such as public administration, library science, the ministry, nursing, social welfare, and teaching. In the field of education, student teaching has become well-established as a part of the professional preparation of teachers. Internships for professors of educational administration appeared in the 1950's with the financial support of the W. K. Kellogg Foundation.

Two events in the field of educational administration gave substantial impetus to the spread of the internship approach. The first was the organization of the National Conference of Professors of Educational Administration under the leadership of Walter Cock-

ing. Prior to the first annual meeting of that organization in the summer of 1947 at Endicott, New York, few professors of educational administration knew many others on a personal basis. Nationally known names—previously known to most of the members merely as names on books, articles and research papers—at last became associated with real people. The step to first-name relations was easy in the informal, intimate living arrangements of a camp ground. The possibilities of easy, quick communication *among the leaders in the professorship of educational administration increased enormously.*

One topic of general interest was the internship. Two universities, the University of Chicago and the University of Omaha, reported experience with the program—the former since 1933 and the latter since 1946. Others had been tentatively exploring the idea. It soon became apparent that many of the men present wanted ample opportunity to discuss the nature of the internship, its pros and cons, and the ways to organize a new internship program on a university campus.

As a result, "interest groups" were set up which continued through several summer meetings. General sessions of the total membership heard reports of the interest groups and discussed them heatedly. Some professors thought that internships in school administration were neither feasible nor desirable. Others believed that they were a must. In between, those professors who had tried the internship approach described what they had done and what they proposed to do.

The academic year 1947-48, following the first summer's conference, began to show results of the discussions. Five universities inaugurated internship programs. They varied widely in their design. Some provided that an intern should carry extensive administrative responsibilities; others provided only for observation. Some provided for supervision of the intern by a sponsoring administrator and by a university representative; others provided for no supervision. Some insisted that the intern be paid for his services; others required no salary. Some listed the internship in the university catalogue with definite numbers of credits assigned to the experience; others did not.

The actual situation in 1949-50 is shown in the Wheaton status

study of internships in educational administration which appeared that year¹ Wheaton explored the experiences of universities, students, and sponsoring agencies in internship programs. Of 152 professional schools surveyed, he found that:

1. Seventeen were operating internship programs.
2. Seven were operating modified programs.
3. Five were actively considering the idea of organizing in the near future.
4. Eleven stated that they were interested generally but were taking no active steps.
5. None of the others reported any interest.

Details of the history and development of internships in the seventeen professional schools which reported operating programs are given in Table 1. Several conclusions are directly apparent from the data. First, the number of students serving internships in relation to the total number of majors in educational administration per institution is low. If the internship were to become a part of *each* student's experience, the problem of numbers would have to be faced. Second, no standards had been reached as to credit allocation for the program. Third, no agreement existed as to the graduate level at which the internship should be offered.

The second of the two major developments that contributed to the rapid extension of the internship idea in educational administration was the appearance of the Cooperative Program in Educational Administration (CPEA) in 1950, financed by a grant of several millions of dollars from the W. K. Kellogg Foundation. The nation-wide program was administered through eight university centers. Each was committed to work on the development of improved programs for selecting and preparing school administrators, and for the continued in-service growth of men already on the job. Each center worked out a plan independently of the others but within the over-all objectives of the CPEA.

The center at Teachers College, Columbia University, chose as one of its special purposes to encourage experimentation with and

¹ Gordon A. Wheaton, *A Status Study of Internship Programs in School Administration*, A Report of a Type C Project (New York: Teachers College, Columbia University, 1950).

extension of the internship approach to preparing school administrators. Other centers, without concentrating on the problem, also made contributions, notably Harvard under the direction of Professors Cyril Sargent and Alfred Simpson, and Ohio State University under the direction of Professor John Ramseyer.

In the first year of the CPEA at Teachers College, John H. Fischer, on leave from his position as Assistant Superintendent of Schools in Baltimore, Maryland, coordinated the internship phase of the project, relieving Professor Daniel R. Davies, who had begun the internship program at the college in 1947. By the spring of 1951 enough had been accomplished to warrant holding the first Middle Atlantic States Work Conference on Internships in Educational Administration. Representatives of more than a dozen universities from North Carolina through New York State participated.

The results of the conference were so favorable that members of the group requested a progress report to help them solve internship problems on their home campuses. Consequently, the executive committee of the CPEA-MAR agreed in January of 1952 to seek the help of Professor Clarence A. Newell of the University of Maryland. They asked him to assemble materials from the conference and from any other available sources and to prepare a manual on how to establish and conduct internship programs in educational administration. This he agreed to do, and the manual was published in May, 1952.²

In November, 1952, ten men joined in discussing "Internships in School Administration" in a lengthy portfolio in *The Nation's Schools*. Who they were and why they were asked to participate is significant in the history of evolution of the internship in educational administration in the United States. They are to be numbered among the pioneers in the field:

1. Clarence A. Newell, Professor of Educational Administration, University of Maryland.
2. William A. Yeager, Professor of Educational Administration, University of Pittsburgh.

² Clarence A. Newell, *Handbook for the Development of Internship Programs in Educational Administration* (New York: Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, May 1952), 55 pp.

TABLE 1

INTERNSHIP PROGRAMS FOR SCHOOL ADMINISTRATORS—
HISTORY AND DEVELOPMENT BY 17 TRAINING INSTITUTIONS

<i>Training Institution</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Colorado:										
Colorado State	Winter 1949–1950	2	Superintendency (local)	6	Yes	Yes	8 per quarter semester	Master's 8	16%	Either level, providing course requirements are met
College of Education		3	Secondary principals					Doctorate 16		
		1	Unclassified							
Florida:										
John B. Stetson University	Spring 1949–1950	2	Secondary Principals	4	Yes	Yes	10 credit hours per semester	—	—	—
Georgia:										
University of Georgia	1947	4	Secondary Principals	33	Yes	Yes	5 quarter hours may be earned per nine month school term	Masters	10%	Masters level
		8	Elementary Principals							
		1	Junior High Principals							
Illinois:										
University of Chicago	Prior to 1940	1	Secondary Principals	150	Yes	Yes	No limit for resident students	—	—	—
			Elementary Principals							
Southern Illinois University	Winter 1949–1950	2	Secondary Principals	5	Yes	Yes	16 per year	Masters 16	—	Masters level
		1	Elementary Principals							
		2	Supervisors							

Indiana: Ball State Teachers College	Summer 1949	1	Superintendency (county)	10	Yes	Yes	5 term hours per se- mester for principal internships	Doctorate 16	—	Either level, pro- viding course requirements are met
		1	Superintendency (local)							
		5	Secondary Prin- cipalships				8 term hours			
		3	Elementary Prin- cipalships				per se- mester for superin- tendency internships			
Maryland: University of Maryland	Spring 1947- 1948	2	Supervisors	9	Yes	Yes	12 to 16 per semester	Any degree 16	—	Depends upon stu- dent and school situation
Western Mary- land College	Winter 1948	1	Asst. Superin- tendency (county)	5	Yes	Yes	15 per se- mester	Masters 15	50%	Masters level
		1	Secondary Prin- cipalship							
Massachusetts: Harvard Univer- sity	New plan 1950	2	—	2	No	No	—	—	—	Advanced study on doctoral level Arrangements on individual basis
Michigan: Michigan State College	Winter 1948	—	State Dept. of Public Instruc- tion	2	No	No	None	None	—	Doctoral level
Nebraska: University of Omaha	Winter 1946	2	Secondary Prin- cipalships	4	No	Yes	3 credit hours per semester	Masters 3	10%	Masters level

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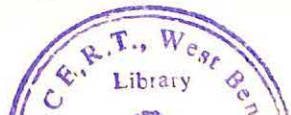


TABLE 1 (Cont.)

New York:	Winter 1947- 1948	3	Superintendency (local)	26	Yes	Yes	4 credit hours per semester	Doctoral 8	9%	Doctoral level
Teachers Col- lege, Columbia University		1	Secondary Prin- cipalship		Yes					
		3	Elementary Prin- cipalship							
Cornell Univer- sity	Winter 1948- 1949	0	—	4	Yes	Yes	6 credit hours per semester	Masters 6 Doctors 6	20% M.A. 6% Doct.	Either level de- pending upon circumstances
New York Uni- versity	1949- 1950	2	Secondary Prin- cipalship	7	Yes	Yes	6 credit hours per semester	Masters or Doctorate 12	20% M.A. 25% Doct.	Either level pro- viding founda- tional course re- quirements are met
		1	Elementary Prin- cipalship							
		2	Supervisors							
		2	State Dept. Officials							
Syracuse Uni- versity	Winter 1949- 1950	1	Secondary Prin- cipalship	1	Yes	Yes	3 credit hours per semester	Masters or Doctorate	—	Either level provid- ing other re- quirements are met
University of Buffalo	Winter 1949- 1950	1	Secondary Prin- cipalship	1	No	Yes	—	—	—	Either level. Teaching exper. Required

Utah:	Spring	2	Secondary Prin-	4	Yes	10 credit	—	Either level. Stud.
University of	1949-		cipalship			hours per		must exhibit po-
Utah	1950	1	Elementary Prin-			semester		tential promise
			cipalship					as a school
		1	State Dept. of					admin.
			Education					

Key to Headings:

1. Date administrative internship program was started.
2. Number of students serving internships in school and administrative positions during 1949-1950.
3. Positions for which students were being trained.
4. Approximate total number of students that have participated in the program to date.
5. The internship program is listed in the university catalog.
6. Credit toward a degree can be earned in an internship.
7. Maximum credit allowed per semester or year.
8. Total credit allowed toward a degree.
9. Maximum percentage of total credits required for a degree which may be earned by internship.
10. Graduate level at which internship is offered.

From Gordon A. Wheaton, *A Status Study of Internship Programs in School Administration*, A Report of a Type C Project (New York: Teachers College, Columbia University, 1950).

3. Walter A. Anderson, Professor and Chairman, Department of Administration and Supervision, New York University.
4. E. C. Bolmeier, Professor of Education, Duke University, Durham, N.C.
5. Burvil H. Glenn, Professor of Education, University of Buffalo, Buffalo, New York.
6. O. H. Aurand, Professor of Education, Pennsylvania State College.
7. E. Edmund Reutter, Jr., Assistant Professor of Education and Coordinator of the Internship Program, Teachers College, Columbia University.
8. Gordon A. Wheaton, Supervising Principal, Monroe-Woodbury Central Schools, Orange County, Monroe, New York.
9. Harvey W. Kreuzberg, Principal, Sparks High School, Baltimore County, Maryland.
10. Ernest O. Melby, Dean, School of Education, New York University.

The portfolio was a direct outgrowth of the work conference at Teachers College during the preceding year.

A number of publications that appeared in 1953 attested to the rapid spread of the internship idea. In the January 1953 issue of the *Teachers College Record*, Professor B. J. Chandler of the University of Virginia and Professor Daniel R. Davies of Teachers College discussed the professor internship for the first time: what it was; how it started, how it worked experimentally in the Middle Atlantic Region; some problems to be faced; and what promise it seemed to hold.

Two of the CPEA centers, Ohio State University and Harvard, published statements about their internship programs soon thereafter. Ohio State's was a nine-page mimeographed document giving a brief description of the internship as proposed in that institution. Harvard's sixteen-page brochure "Suggested Policies and Procedures for the Internship in Educational Administration" set forth issues and proposals. It stressed the need for cooperative planning and participation among all agencies concerned: state departments of education, associations of administrators, school board associations, professional schools, and field training agencies.

In June 1953 the Teachers College center published "Selected Activities of Interns in Educational Administration." It answered the question, "What do interns in educational administration do?" Up to this time answers had been in terms of what interns *should* do

or in terms of the legal or practical possibility of what interns *can* do. Now it was possible to answer the query on the basis of experience with what interns *had done*, drawing on the records of several preceding years in the Teachers College, Columbia University program.

Beginning in 1954 an increasing number of articles dealing with the internship at all levels in the public school system appeared, most of which were descriptions of how a program was operating in a specific college. In 1958, however, the CPEA center at Teachers College published its final statement on the work begun in 1950. Entitled "An Appraisal of the Internship in Educational Administration," it reported a study in depth of results of experimentation with the internship in eight universities in the Middle Atlantic Region. The study, begun in 1954, was guided by an Advisory Group of the CPEA composed of:

1. E. C. Bolmeier, Professor of Education, Duke University, Durham, North Carolina.
2. Fritz C. Borgeson, Professor of Education, New York University, Washington Square, New York.
3. Burvil H. Glenn, Professor of Education, University of Buffalo, Buffalo, New York.
4. Clifford P. Hooker, Assistant Professor of Education, University of Pittsburgh, Pittsburgh, Pennsylvania (co-chairman).
5. Richard Lonsdale, Professor of Education, Syracuse University, Syracuse, New York.
6. Franklin A. Miller, Professor of Education, Pennsylvania State University, College Park, Pennsylvania.
7. Clarence A. Newell, Professor of Education, University of Maryland, College Park, Maryland.
8. Richard Wynn, Assistant Professor of Education, Teachers College, Columbia University, New York (chairman).

The study was significant because of the emphasis placed upon internships by the Cooperative Program in Educational Administration in the Middle Atlantic Region since its start in 1950. That emphasis was based upon the belief that the internship plan offered at least a partial solution to the need for improved preparation of educational administrators.

Since 1950 the eight universities represented in the study had sponsored approximately 140 interns in 120 different field agencies.

Four of the eight agreed to study aspects of the internship problem as their contributions to the final report:

New York University was concerned with the effects of the internship program upon the intern . . .

The University of Pittsburgh . . . measured effects of the program upon the sponsoring university and the sponsoring school systems.

The University of Maryland (undertook) an appraisal of administrative practices (affecting) the internship . . . and an appraisal of the methods of measuring the performance . . . of interns.³

The researchers conferred with interns, sponsoring administrators, and with professors from the universities to gather information, exchange descriptions of best practices, and to search for a "correct" formula for internship. The concentration of the internship experiment in the Middle Atlantic Region made it relatively easy to study the programs in depth. Professors Wynn and Hooker, representing the CPEA Center at Teachers College, coordinated the results of the studies and prepared the final report. The actual findings of the study appear later in this book.

The Internship in Other Fields

To acquire perspective in viewing the internship, let us look briefly at its history and development in several other fields.

The internship in medicine. The internship in medicine has been in evolution for approximately 85 years. At the turn of the century only two or three students of every hundred finishing medical school went to a hospital and took this sort of training for six months, a year, or sometimes two years. Nor was it called an "internship" by all hospitals; some called it a "residency." Today these terms are more specialized. A residency (started at Johns Hopkins Medical School in 1894) is a long period of hospital training in a single special field. It is a period of training *beyond* the internship.

The purpose of an internship is to give a young physician practical training in a hospital under supervision which will make him

³ Paul William Rossey, "An Evaluation of the Internship in Educational Administration with Special Emphasis on the Effects on the Intern" (Ed. D. project report, New York University, 1958), pp. 4, 5, 132.

better qualified to practice medicine. An organized educational program as such for the intern is too frequently lacking; and when it is lacking, the internship is not a good one. Over the years increasing efforts have been made to make the internship a real educational experience. In the best programs one hour a day is set aside for lectures, discussion, journal clubs and for pathological, radiological, physiological conferences. Referring the problems of the patient to a group around the table with the senior member of the staff sitting at the head of the table to arbitrate the arguments produces results that are of value to both the intern and the patient. A good internship can be better educational background than any one of the four years in medical school.

Today the average internship in medicine is one year in length. Twenty per cent are two years. On the other hand, the average residency, which is a period of intensive training in a single field—obstetrics, eye, nose and throat, surgery, internal medicine, in some eighteen different special fields—is from three to five years in length, leading to a specialty board examination.

An internship may be a rotating device, with one month in each of twelve departments. The chief of service grades the man's work, evaluates his knowledge of medicine, how he handles patients, and so forth. Great emphasis is placed upon the intern's ability to meet and handle patients. Unless the intern is able to do that successfully, it makes no difference even if he is a Phi Beta Kappa, first in his class in medical school, and otherwise able. Medical research may be open to him, or teaching in the medical school, but not practice in the field.

What is the relation of the professional school to the work in the field? The American Medical Association with its Council of Medical Education in Hospitals approves internship opportunities offered by hospitals. It has criteria by which it measures an internship invitation and has surveyors in the field applying such measures to the hospitals. But it is difficult to evaluate the actual content and quality of an internship program. The program may look satisfactory on paper but may not always contain the necessary intangibles.

The American College of Surgeons also has surveyors out to review the acceptability of surgical residencies. In both of these

cases, the professional associations play an important and dominant role in helping to hold up and raise the quality of internships and residencies.

The internship in hospital administration. Hospital administration is a relatively new profession. The first formal program for preparing hospital administrators opened at the University of Chicago in the mid-thirties. As of now there are fewer than twenty such programs operating in the universities of the United States.

Typically, those programs are at the master's degree level, requiring one full "didactic" year on the campus and one full year of "residency" (or internship) in an approved hospital under the direct tutelage of the hospital administrator, called a "preceptor."

The problems faced are almost identical with those in educational administration—and the solutions as elusive. The American College of Hospital Administrators has conducted a number of regional conferences of preceptors on their role. One eye-witness' statement of the situation is revealing:

An intern must be given responsibility and work which is necessary to the normal operation of the institution—not so-called "made work." As a member of the national committee that persuaded some of the universities to start schools of hospital administration, I am constantly fighting the idea of "made work" for interns. Too frequently, the school asks for one week of opening letters in the office, another week sitting at the telephone switchboard, and another week in the laundry. Under this plan, I don't think that the intern gets anything worthwhile, and is frequently a nuisance in these various departments. If it's the dietary department, he hangs on the apron strings of the dietician all day long, and she can't get her work done. We would have to hire another dietician to get it done. If he goes with the engineer, the engineer can't do anything for the week or two that he's there. If he gets over into the laundry to learn how to run things there, he is in the way. As an administrator I don't know what the formula for making a sour rinse is, and I never have known. I know where I can get the information if I want it. I don't see any reason why the intern should go into the laundry to learn how to make a sour rinse. And yet some of the universities want that.

I believe that not more than one or two men should come into a hospital in one year. Each should have a desk in the administrative offices, and as a problem comes up that the administrator believes the intern can solve, he should assign it to him. He should

arrive at his answer, but discuss it with his preceptor before taking action. This is the kind of training scheme that you people in education have to set up. I don't see the solution. In ten years we have not arrived at a satisfactory solution to the problem of training interns in hospital administration.⁴

*The internship in public administration.*⁵ Internships in public administration serve two basic needs. One is to improve the public service by getting better blood into the junior administrative jobs; the second is to help professors who have been teaching public administration to learn a bit more about the subject by having some students whom they might supervise go into the public service either in a part-time or a full-time internship. Thereby the professors can test the theories they have been expounding in the classrooms against the realities of field situations.

However, no matter how many purposes may be advanced for the internship, they finally narrow down to just one: to give work experience to the student who for the most part has had only school experience.

In public administration, the Master's degree is a trade degree. It emphasizes the training of people as operators, as practitioners. The doctoral program develops people as students of administration, as scholars in the field. They have a chance to become researchers and teachers. If they become administrators, they continue a scholarly interest in the field in addition to carrying on the day-to-day duties of the practitioner.

Many adjustments in existing training programs have come as a result of the internship programs. Recommendations have come not only from the interns but from administrators under whom they have worked, based upon the performance and potential of the interns. Insights from the recommendations have led to the changing of entrance requirements into professional schools, to changing the curriculum of the schools, and to changing ideas about the kind of people who might be more successful in administrative posts.

⁴ Robin C. Buerki, "The Internship in Medicine and Hospital Administration," *Handbook for the Development of Internship Programs in Educational Administration*, op. cit., pp. 34-36.

⁵ Adapted from a paper by William Ronan as printed in *Handbook for the Development of Internship Programs in Educational Administration*, op. cit., pp. 42-44.

The program not only attracts better people but has a heartening effect upon the field agency itself, especially when it realizes that it has some training itself to do. When it takes an intern it has a responsibility for providing him with some kind of a modest educational program as well as just giving him a job. The process of rethinking their operations to provide an educational experience for the intern often results in better in-service training work in the agency.

In New York State thirty internships in public administration are provided at state expense each year. What do the interns do in some of these programs? In New York State they are given a job. But before any agency can get one of these interns, the agency must submit a statement as to what the job is and what they propose to do with the intern. That statement goes to a committee composed of heads of agencies and two college professors who review the proposed internship jobs for the year.

The students who are applying for the internships are screened by a very considerable battery of tests and by oral interviews. They are selected by the agencies themselves in a pooled interview.

The interns carry on their work in their particular agency. They meet once a week in a sort of seminar session under a coordinator. Each one, however, has someone in the agency assigned to look after him. Reports are required on a monthly basis, and an evaluation is made of the intern at the end of the year. The evaluation parallels the regular evaluation of employees, plus those additional features which the professors have included.

Interns in New York State are not only urged but are required to participate in the activities of a professional society. They are expected not only to join the society but to attend its meetings. It may be a personnel group, a local chapter of the Society for Public Administration, the Society for the Advancement of Management, or some other.

If the person is still a student when he goes out on an internship, he is assigned a faculty advisor. Hence, there is dual supervision if the student is still a matriculant in the professional school. Frequent meetings between the two are desirable, but unfortunately they tend to meet quite infrequently. It is on the supervisory question that the internship tends to be a success or a failure.

The Internship in Retrospect

Several common strands run through the reports of experience with the internship whenever it has been tried:

1. Belief in the value of a chance for the trainee to try out in a practical field situation what he has learned on the campus.
2. The difficulty of reconciling the day-to-day demands of a job with some planned sequence of learning activities which will, within one year, hopefully acquaint the intern with all aspects of the job for which he is preparing.
3. How best to supervise the work of the intern. Implicit here is also the problem of evaluating his progress and predicting his ultimate effectiveness as a practitioner.
4. The delicate question of how to select acceptable field agencies for interns and—even more touchy—who should do the selecting.
5. Unquestioned faith that the concept of the internship is sound and that answers to the operational questions will be found.

CHAPTER III

The Internship Experience in Educational Administration

The focus of the internship program is *learning* for the intern—which is much more easy to say than to achieve. It is unrealistic to assume that the desired learning will take place automatically just by placing a student in a field assignment. He will learn something, of course, but will it be what he should be learning?

Obviously, guides and controls are needed. Administrative arrangements have to be set up. And here enters another danger: the mechanics of the operation may overshadow the central purpose.

It is wise, therefore, to look first to how an intern *should* be learning and to the learning experience itself: its nature, its various aspects, and its opportunities. After that, discussions of organization and administration of the program fall into proper perspective.

The Nature of the Learning Experience

While the learning of the interns is central, the benefits do not stop there. All those who directly participate gain in proportion to the thought, insight, and energy which they allocate to the process. The sponsoring administrator profits from his efforts to coach the intern. In order to explain, to answer the question "why," to justify actions in terms of theory, good sense, and ethics, an administrator must do some penetrating analysis of many operations which may have become semi-automatic over the years. If he teaches well, he will learn well. The teaching-learning relationship here, as in all good teaching, is reversible.

Teachers and parents who come into contact with the intern in committee work, in P.T.A. activities, or even in the informal moments of the coffee break in the teachers' room can profit from the associations. In a sense the intern is a communication bridge be-

tween the pioneering world of thought, which is the university, and the practical world of theory-testing-in-action, which is the school system. Across that bridge the intern carries information both ways, to the advantage of both.

The university coordinator, too, profits in the same ways; and all—parents, teachers, sponsoring administrator, and professor—by demonstrating that they consider themselves to be learners too, can help an intern realize that professional development means more than getting a university degree. Professional development means life-long learning.

Kinds of Learning Experiences

There are at least four ways to classify the learning experiences which are appropriate for interns. Although classifications themselves are seldom fixed patterns, they are useful in guiding thinking and action over the gamut of what is known. First, there is the category of persons dealt with, or personal relationships. Second, there is the kind of operation. Third, there is the degree of responsibility carried by the intern. Fourth, there are the functional areas of administration.

Category 1: Relationships. It is important that the intern meet persons individually and in groups in all of their formal relationships with the school system. At some time during his internship year, he can be guided into activities which involve the following groups of people:

Board of education. This is the board of control of the institution—whether it be an elementary school system, a high school district, a comprehensive district, a junior college district, or a college or university. His activities can range from simply visiting board meetings to advanced projects such as assisting in writing policy statements.

Administrative staff. Included here are the central office administrators—the superintendent of schools, the assistant superintendents, the business manager, and the like—as well as the area and building administrators. All these he can, at one extreme, observe in administrative councils, or he can, at the other extreme, work with representatives from among them on some project.

Instructional staff. Many opportunities exist for an intern to observe and work with teachers, subject-matter specialists, guidance personnel, and special service personnel such as librarians and psychologists. During his internship he probably will have his first real opportunity to see the *total* instructional force as an entity, as a whole, as a team. If his previous experience has been teaching at the secondary level, more of his assignments might well center at the elementary level, and vice versa. It is in the experiences that he has with this group that the foundations for his later supervisory and leadership relations with the instructional staff are laid.

Students. Here too are splendid opportunities for the intern to discover the difference between the teacher-student relationship and the administrator-student one. The difference is a subtle one, one that is difficult to feel other than directly. The intern's chance comes in thinking about and planning for "the student body," rather than for a "class"; in looking at the school's educational output, rather than that of a class; in studying the post-high school careers of graduates, rather than their success, or lack of it, in a specific subject. In his experiences with students, as in his experiences with the instructional staff, the outlines of his future leadership role begin to appear. And it is more than a matter of skills. Attitudes, as well as behaviors reflecting value judgments about children, youths, and adults, figure importantly in his professional growth.

Noncertificated personnel. For most teachers, problems of operation and maintenance of the heating and cooling systems, of the operation and maintenance of school buses, of dealing with personnel in the school cafeteria, and of which kind of wax to purchase for use on the floors are distant indeed. For the administrator they tend to be too immediate. Here the intern enters a new world. He needs to observe and experience firsthand what custodians, maintenance engineers, cooks, clerks, and bus drivers expect of an administrator. The discovery in all probability will be something of a shock. The world of the professional teacher in the classroom is often far removed from that of the hourly wage earner and the Civil Service employee.

Community: individuals and groups. Here again, the intern sees the educator in a different role. For example, when a teacher goes to a P.T.A. meeting, he goes as one of many. When the principal

attends, he is the only one. In him is concentrated the symbolism of the school's responsibility for the education of each parent's child. Dodging or shifting the responsibility is not possible. That discovery can be a shock to a new principal, though he may have known it *intellectually* from his study in the college classroom. The clear value to the intern of experiences with P.T.A.'s, citizens' committees, Rotary clubs and similar service clubs, church groups, and special interest groups of all kinds is apparent. He finds that expectancies of "Laymen" are high for him as an administrator. He is "Mr. Education" in the community. Not only is he an arranger, a "trouble shooter," a manager, and administrator, he is also expected to know all about education, to be able to answer questions on the spur of the moment on topics all the way from the teaching of reading in the first grade to why the new school site must include forty acres.

Administrators in other systems. Superintendents and principals commonly discuss problems across school district lines. They call each other on the phone or arrange weekly or monthly luncheon meetings. A valuable lesson for the intern to learn is just how such informal communication networks operate.

Professional organizations. The total usefulness of the professional organization needs to be learned. The intern has a chance to see how an administrators' convention, for example, helps in-service growth, serves as a clearinghouse for the exchange of personnel and advancement (including his own), offers firsthand contact with new products and services, and gives each man a chance to relax away from the "goldfish-bowl" public life he lives at home.

Government agencies. Each local school system has an increasing number of reasons for dealing with other government agencies—local, county, state, and national. The intern can learn a lot from trips to the county office to deliver reports, from missions to the state education department with the superintendent, and even from the most casual of visits to the United States Office of Education and other administrative agencies at the Federal level having contacts with the local schools.

Category 2: Kind of operation. There are three ways that the intern can operate. He can, in the first place, do research and data interpretation. Whenever a problem arises, an administrator

must check his facts and prior experience in the problem area. An intern can assist in the data collection and propose how they may be interpreted. By so doing he helps himself and his sponsoring administrator. This kind of assignment is especially appropriate at the beginning of his internship because fewer interpersonal relationships are involved. He has a chance to feel useful and to gain confidence before being asked to do personal and group work.

In the second place, he may do individual administrative work as assigned by his sponsor. He may, for example, help his sponsor process incoming mail, assist in assembling items for the agenda of the next faculty or board meeting, and do routine inspections of buildings and grounds. In this way the intern deals with people as individuals.

In the third place, he may take part in group and committee work. As he gains confidence and as his sponsor gains confidence in him, he may serve as liaison between faculty and lay committees and the administration. His role will be basically that of a communicator. How far he should be encouraged to go beyond that role to ones of greater responsibility will be discussed next.

Category 3: Degree of responsibility. An intern will learn best by starting to work on simple assignments with little responsibility and proceeding from them to more advanced ones. To begin with, he will be primarily an observer. For example, when the sponsoring administrator has matters to handle that require sensitive treatment, the intern can learn a great deal by observing him.

The next step up the scale of complexity is that of conferring and advising. The intern may be given an assignment which calls for studying the situation, talking with the persons involved, and then recommending a decision without taking action himself. One intern spent some time processing disciplinary cases sent to the principal's office. He interviewed the offenders, assembled the necessary information, and wrote up a decision. He did not take direct action himself; he recommended the appropriate action to the principal.

Finally, the intern needs assignments calling for full administrative responsibility. In representing the principal or the superintendent in dealing with members of the staff, he cannot avoid some measure of responsibility for his actions. What he says and does, or fails to say and do, immediately has its effect. Likewise, an

intern left in charge of an office for a day while an administrator attends a conference is also fully responsible for any actions he takes.

The level at which an intern performs is determined by the nature of the particular activity, the competence of the intern, and the stage of his readiness for the assignment.

An internship experience can be unsatisfactory if the intern is not delegated sufficient responsibility. It must be emphasized, therefore, that as quickly as possible an intern should be allowed to try his skills on important tasks.

Category 4: Functional areas of administration. Another way to categorize what interns can do and have done is by area of administrative function. Although there is no absolute list of such categories, most authorities in the field would agree that the following eight divisions include the range of administrative activities: (1) instruction, (2) personnel, (3) finance, (4) business, (5) plant, (6) community relations, (7) auxiliary agencies, and (8) social issues.

It is time now to be specific about intern activities. Using the foregoing eight categories as a guide, we present a list of tasks reported by one group of more than a dozen interns who pooled their experiences during an entire school year.¹ The activity samples were selected for variety, relationships involved, and degrees of responsibility exercised by the interns. Keep in mind in reading them that quality and individuality of the experiences must remain the central focus. What may look good on paper may not be so in action, and what may be good for one intern may not be good for another. Nevertheless this list is offered in the belief that good intentions can best be implemented by first establishing a flexible, general, and objective pattern as a background for planning and guidance.

Activities of Interns

Instruction. A principal or superintendent does many things to help improve the curriculum, to clarify the tasks of the school in the

¹ E. E. Reutter, Jr., "Selected Activities of Interns in Educational Administration" (New York: CPEA-M.A.R., Teachers College, Columbia University, June 1953).

eyes of parents and citizens generally, and to anticipate coming needs. To learn that role better, some intern at some time:

Conducted a study in extra-curricular activities. He worked with staff members cooperatively in doing it and was responsible for drafting the report. He presented the report at a teachers' meeting, took action as suggested therein, and later presented follow-up reports to the faculty of what had happened.

Was responsible for the development of a kindergarten entrance policy. This project involved correspondence with medical, educational, and psychological authorities, as well as discussions with other county administrators and teachers. He presented the findings to the administrative council of the school system for review and corrections. Finally, at the suggestion of the superintendent, he presented the report and the proposed policy statement to the board of education for their consideration and approval.

Gave a talk entitled "What Has Happened to the Three R's" to faculty and lay groups. To gain background for this responsibility, he talked with a number of parents of elementary and high school students and observed classes widely throughout the system.

Studied manuscript and cursive writing practices, policies, and theory. He wrote to other school systems, consulted with university professors, called specialists in the state department of education, and read all that was available on the topic in the university library. He then prepared a report to be used as resource material in the primary grade level meetings.

Observed extensively the instruction at all grade levels from kindergarten through high school and, in many instances, aided the teachers by talking with them about their problems and sharing his ideas with them.

Visited nearby school systems to share experiences and ideas concerning curricular activities.

Worked with building principals on plans for curriculum improvement.

Acted as temporary chairman for a faculty curriculum study group concerned with the "individual approach" to reading. Prior to that he had helped set up the organization of the committee and had served as the guiding hand in the development of a study plan.

Assisted the school psychologist in explaining the testing program to new teachers and in instructing the new teachers how to administer the tests.

Represented the school system at a County Vocational Board meeting.

Conducted a community occupational survey. He compiled the data, analyzed them, and submitted the report to the high school principal with suggestions for curriculum improvements in the high school program.

Worked on enrollment predictions to aid in determining class sizes for the coming year.

Acted as principal of the school for several weeks during an illness of the regular principal.

Developed a plan for faculty supervision of student activities.

Submitted a report to the superintendent containing an analysis and an evaluation of the school system's testing program.

Supervised an adult evening school.

Personnel. One of the most emotion-laden spheres of activity of the administration is that of helping set up and administer policies and regulations affecting personnel. The problems range all the way from those of looking for and attracting new employees to those of how best to provide for their separation from the school system. At least one of the group of interns:

Made a study of the salaries of the administrative staff and of the nonteaching personnel. He gathered data from other communities in order to make comparisons.

Made a study of instructional personnel records, both those in use in the school system, and those used by other comparable school systems. He also recommended improvements in the system.

Formulated proposed teachers' salary schedule for the next year. He met frequently with teachers' committees, conferred with the superintendent, interviewed personnel managers of local industries, and read the available literature on the problem. He submitted his report of proposed salaries to the board of education.

Traveled both to school systems and to colleges with the administrative staff committee to search out and to interview applicants for teaching positions.

Participated in an administrative staff conference which wrestled with the problem of why a particular probationary teacher failed to develop satisfactorily as a teacher.

Conducted a detailed study of teacher loads. This responsibility required his conducting personal interviews; tabulating, consolidating, and interpreting data; and writing a report for distribution to all junior and senior high school teachers.

Conducted a status study of teachers' salaries in the area and then helped to set up a salary schedule for a newly centralized district.

Worked as chairman of the teacher orientation committee. He held the responsibility for developing a *Teacher Handbook* and for developing a workshop plan for new teachers.

Served as chairman of a principal selection committee. The committee prepared and administered procedures for selecting three new elementary school principals from within the school system.

Acted as secretary to a local advisory committee on teachers' salaries. He helped the committee appraise the state department of education's salary report. They then formulated standards for granting promotional increments in the local district.

Interpreted several proposed changes in the state salary law to the board of education and to the teaching staff.

Screened applications of persons seeking teaching positions to determine which of the applicants would be given an opportunity to talk with the superintendent.

Applied the "Douglass formula" in a study of teacher load. He checked on numerous teacher-load problems by computing each one individually.

Acted as advisor in developing a new salary schedule which gave special consideration to those teachers with 25 or more years of service.

Served as a member of a committee appointed to study and revise personnel policies pertaining to the professional staff.

Served as ex-officio member and secretary of the local citizens' committee set up to study and advise on teachers' salaries.

Developed a program for the improvement of administrative, supervisory, and personal relationships among teachers, principals, supervisors, field superintendents and other staff members. He interviewed all the assistant superintendents and other central office staff members. To contribute background to his study, he visited every type of public school in the large city system in which he was serving his internship.

From his office next to that of the superintendent, listened to how the superintendent handled various problems.

Discussed at length with the superintendent the procedure to be utilized in the dismissal of three unsatisfactory teachers.

Discussed with the principal and the superintendent the case of a teacher who had inflicted corporal punishment upon a student.

Finance. In the area of finance especially, the superintendent of schools stands alone among all the other members of the school staff. His responsibility is heavy, and the field is so technical and specialized that he can share the burden with almost no one else, unless it be an assistant superintendent for business and, of course, the board of education. Lots of opportunities open up for interns here. Among the group of interns with whom this discussion is concerned, more than one had:

Investigated the possibilities for broadening the tax base and for creating greater tax leeway in a residential community.

Collected data from several school systems for a comparative study of school costs.

Made various statistical studies of school finance. Some reviewed the facts of the past twenty years and then made projections into the future.

Prepared data for a citizens' committee on probable school costs after the consolidation of the district with other districts.

Computed the needed tax rate for the schools and made a comparative study of tax rates in adjacent school systems.

Studied the problem of unexpended balances upon the consolidation of several school systems and recommended the way to dispose of the balances. Correspondence with the state education department was involved.

Assisted in the development of the budget. Among other tasks, he checked through requisitions to be sure that all items were identified in the proper budget categories. He talked with teachers to find out what they considered to be adequate allocations for their activities. He went through the records and made the necessary computations to estimate probable costs, and he planned for public hearings on the budget.

Checked budget data on various topics—debt service, salary costs, maintenance—for validity and accuracy.

Made a comparative study of salary schedules for twenty-four metropolitan communities for presentation to the board of education. For his

own district, he went through the process of applying several tentative revisions of the salary schedule—actually placing each teacher on each of the tentative revisions. Then he made a cost estimate for each, covering the next ten years.

Interpreted to the board of education the state teacher salary law and showed the effect it would have upon future budget appropriations under five different plans.

Completed a general statistical study of finances showing costs per pupil, total expenditures, current expenditures, cost-of-living data, and sixteen other items.

Prepared information for charts and diagrams to be published in the annual financial report. He then made suggestions as to how the data might be presented in graphic form.

Business. Another special responsibility of administrators is business—such tasks as purchasing, inventory control, insurance matters, business machines, and business procedures. In smaller school systems he may have much direct responsibility; in larger ones, he operates through such persons as business managers or assistant superintendents in charge of business. In any case, interns need experiences of these sorts in a well-rounded preparation. An intern in school business administration makes this area his chief concern, of course. Examples include cases where an intern has:

Ordered and distributed all of the instructional materials for the schools in the district. This operation involved checking past orders, taking inventory of present stock, and working closely with the principals of the schools.

Studied the problem of how and on what basis to charge another school system for the use of classrooms. He then prepared a report for the superintendent containing a list of the items to be taken into account and their relative weightings.

Compiled information concerning all insurance policies carried by the school system.

Planned and administered the execution of the operation of moving the executive offices to a new location. This responsibility involved planning space allocations, placement of furniture, and problems of heat and lighting. He supervised the actual work.

Developed a furniture pattern for the entire school system with the cooperation of the principals and custodians.

Supervised the utilization of classroom and office furniture.

Observed the processing of bids for next year's work in order to learn about procedures for obtaining and selecting bids.

Observed the planning and operation of maintenance work.

Inventoried administrative supplies and custodial supplies, and estimated the amounts to be ordered for the next year.

Spent several days with the business staff observing business procedures from the time of the requisition to the payment of the bill. He worked with the bookkeepers in checking accounting procedures and in observing various filing techniques and methods.

Formulated and put into operation a simplified system for determining the basic needs for instructional materials for all kindergarten classes in the school district.

Surveyed the department of buildings and grounds in connection with a coming reorganization of the department.

Drew up specifications for all school supplies.

Worked with an insurance broker and with the superintendent in re-assessing school buildings.

Helped set up an inventory control system.

Plant. In these days of continually expanding school systems, problems of needed new school plants tend to dominate the administrator's schedule. Whether he prefers or not, he has to do his best to see that classrooms are built and equipped to take care of the incoming tide of new pupils. He can delegate some of the load to architects, to building committees, to assistants of several kinds, but he must have knowledge about it all and fundamental skills for supervising the work. He cannot evade his central role of responsibility.

Each of the interns had performed one or more of the following tasks:

Conducted research covering a twenty-year period to determine trends in school building design, materials for floors and ceilings, lighting, heating, plumbing, and ventilating.

Worked out plans for special maintenance projects for buildings and grounds work during the summer: checked with custodians, submitted jobs to bidders, and observed the placing of contracts.

Participated in conferences with architects, engineers, the board of education, citizens, and with the superintendent and his administrative staff concerning the erection of a new 42-room elementary school.

Processed bids on new school equipment and drew up comparative costs for presentation to the board of education.

Estimated probable costs of maintenance jobs by investigating the costs involved in previous maintenance jobs of a similar nature and checking current costs of materials.

Worked with a faculty committee in the development of a floor plan for the gymnasium in a new elementary school; had the responsibility for seeing that all details related to the installation of equipment and painting of game lines conformed to the proposed plans.

Made periodic inspections of the buildings and grounds in the entire school system in order to determine where repairs and maintenance were needed.

Inspected school buildings and consulted with custodians concerning the carrying out of recommended safety measures.

Studied school building trends, population and census reports, capacities of present facilities, and proposed plans for district reorganization to project need for additional facilities.

Prepared a summary of fire insurance evaluation estimates and recommended adjustments for presentation to the board of education; conferred with a professional school expert in school business administration about the validity of the estimates to be made to the board.

Made an intensive study of the lighting problem in the school system with particular emphasis on the shop rooms in the junior and senior high schools.

Participated with the instructional, administrative, and custodial staff in a survey of school plant facilities.

Helped locate a site for a new school bus garage.

Community relations. Within recent years it has been customary to say that superintendents and principals administer education for the community rather than for just a school or schools. In one sense, the meaning is that each administrator keeps in touch with popular sentiment concerning the nature of the education the community wants. Hence, he maintains as many channels of communication between himself and the various strata of the community as possible.

In another sense, he actually administers schooling for a larger proportion of the populace for larger portions of time per day as each year goes by. The school day and year are getting longer, and adult education classes keep more and more school buildings open through the late night hours. It has been said that children born today will never finish school.

Our interns have done many kinds of things in the name of community relations. More than one has:

Organized meetings of the executive board for the publication of a "School News Bulletin" and helped select items for publication.

Planned public meetings; written a series of articles for the local newspaper concerning recommendations of a recent survey on school centralization; spoken on the topic at numerous general meetings of the citizenry, as well as to service clubs.

Served as school system representative on many community organizations such as the Community Chest. He then submitted written reports of his activities to the superintendent of schools.

Attended, observed, and participated in Parent-Teacher Association executive council meetings.

Showed film strips on school finance to community groups and explained what they meant.

Wrote a radio script on the local building program for presentation by the school-board president, the mayor, and the architects.

Organized a drive for the centralization of seven school districts. He conducted meetings, organized block workers for voting, worked with citizens' groups, organized a school executive committee, handled publicity, managed 150 workers during the voting, and aided in implementing centralization through committee work after a victorious election.

Worked with one of the elementary school principals in the development of a parent-teacher organization.

Assisted the superintendent in the preparation of data for the annual public meeting. The information he sought out ranged from an itemized analysis of budget increases to an explanation of transportation and summer recreation provisions.

Attended, with the superintendent, luncheon meetings of the City Club and Rotary Club. He occasionally assisted the superintendent in presenting and discussing school problems.

Auxiliary services. This area is a catchall very much like the "miscellaneous" in a household budget. Extra services provided by the school system, which are not included in the existing budgetary classification, are relegated to "auxiliary services." Two of the biggest items to fall in this category are transportation and the cafeteria. One or more of our representative interns reported that he:

Made a comparative analysis of the cost of transporting pupils in several communities.

Worked on a committee that planned cooperative library services for the school and community.

Made a comparative study of cafeterias in nearby school systems and recommended improvements in the school system where he was interning.

Worked with a committee on transportation. He gathered data, made frequent visits to other school systems, and attended numerous meetings of the committee. He wrote the report for the committee and presented it to the board of education.

Made a comparative analysis of the cost of contract transportation versus school-owned buses.

Conducted a study of the effectiveness of all auxiliary services provided by the school system.

Studied the community and its needs in an effort to extend and add activities to the school program which might be classed as auxiliary services.

Developed and put into operation an accounting system for the cafeteria.

Served on a committee to plan a school-community recreation program. He acted as a resource person and coordinator of the committee's work.

Planned and supervised the distribution of surplus foods to all the cafeterias within the school system.

Coordinated the exchange of transportation services between his school system and an adjacent one to facilitate a cooperative adult education program for the two school systems.

Served as chairman of a committee of parents and faculty to plan school bus routes for the coming year.

Processed transportation bids and collected and checked transportation contracts.

Social Issues. Here are sources of potential dynamite for any administrator. Here are the sensitive, power-laden matters. Lucky is the intern who learns early how to sense impending storms in time to disperse them, or in time to be able to channel them away from the schools. Among other things, each of the interns had chances to help in one of these problems. One or another:

Had studied the history of the attacks on public education in the school system. He discussed these criticisms with staff members and made a special effort to observe the effect of the attacks on individual staff members.

Observed the action of the administrative council on social issues—that is, the attacks, the New York State Regents' prayer statement, the anti-subversive law, and so forth.

Attended a special meeting to consider the recommendations of the Board of Regents for reciting a morning prayer in the schools. He participated in the discussion which concerned the broad question of the relationship between religion and the schools.

Participated in a discussion with members of the administrative staff regarding relationships between public and parochial schools.

Served as a resource person for a staff committee handling the problem of teaching "controversial issues."

Worked with staff and a citizens' committee in an effort to solve the question of using the public schools and public school personnel to distribute the Gideon Bible to children whose parents approved.

Discussed with the administrative staff ways of handling the issue of whether or not students should be permitted to wear dungarees to class.

Gathered data on organized opponents of public education and reported the information to a lay advisory group.

Served on a staff committee to make recommendations concerning policy regarding alleged subversive influences in the schools. Special attention was given to the state's anti-subversive law.

Conducted research to aid the superintendent and the school board in preparing a statement of policy concerning "released time" for religious instruction.

The Key Role of Planning

Experiences of the sort listed above do not just happen, especially if they are to form any kind of sequence and be comprehensive. Without planning, an internship tends to degenerate into aimless expenditures of time and effort. With planning, the internship can be an exciting and meaningful learning experience.

One useful approach to planning is found in Table 2. It is a form for keeping track of intern assignments during the course of the year.² Note that it includes the categories discussed earlier in this chapter. Indeed, it was developed by the group of interns whose reported activities are listed above.

There is also a time dimension to planning. Look ahead. Effective internships are planned well in advance. Spur-of-the-moment initiation of an internship makes it impossible to plan so that all concerned get the maximum benefit from the operation. The best arrangements can be made when the professional school knows no less than six months in advance where and what kind of internships will be open. It can then join in the search for and selection of the most likely candidates for the school system or other educational agency.

Purposes of the internship enter into the planning, too. They have got to be in the forefront; otherwise a list of activities may result that will do little more than keep the intern busy. Each suggested activity must be tested against an accepted and approved list of purposes.

Individual differences among interns call for applying purposes and for selecting activities in a way that will be unique for each man. Just as no man is exactly like any other, so no internship plan is exactly like any other. The same plan never is used twice. If each intern is to be helped to develop as an administrator with unique strengths and competencies, his internship experience should be custom-built for him around his purposes, interests, and needs.

Needs recognized only by and for the intern, however, are not

² The form accompanies the brochure *Selected Activities of Interns in Educational Administration*, published in limited quantities by the CPEA-M.A.R. It is now out of print. It was not copyrighted, and may be reproduced without requesting permission.

TABLE 2

COOPERATIVE PROGRAM IN EDUCATIONAL ADMINISTRATION
MIDDLE ATLANTIC REGION
SUGGESTED GUIDE TO ACTIVITIES FOR INTERNS IN
EDUCATIONAL ADMINISTRATION

ACTIVITY AREAS	Individual Administrative Work			Group or Committee Work			Research or Data Interpretation		
	Responsibility	Advisement or Conference	Observation	Responsibility	Advisement or Conference	Observation	Responsibility	Advisement or Conference	Observation
1. Instruction									
2. Personnel									
3. Finance									
4. Business									
5. Plant									
6. Community Relations									
7. Auxiliary Services									
8. Social Issues									

RELATIONSHIPS WITH:

Board of Education
 Administrative Staff
 Instructional Staff
 Noncertificated Personnel
 Students
 Community Groups
 Administrators in
 Other Systems
 Professional Organizations
 Government Agencies

enough. A school system or a community can also have needs. Hence, the demands of the institution, of the position which the intern is to hold within it, and of the community at large have to be taken into account. A superintendent of schools is responsible for the planning and erecting of school buildings, and it does not make much difference whether he *likes* to see that buildings get built; he has to do it. It doesn't make much difference whether a principal *enjoys* dealing with parents with a grievance; he has to do it. Such requirements of the community and of the schools need to be considered in the planning.

The planning process, like the internship program as a whole, is best when it is a cooperative effort benefiting from the ideas of many different persons. It is in this way that sound development of internship programs has occurred. Here, for example, are some suggestions that have been advanced for broadening the internship experience: rotate the student among several institutions, letting him help to plan the school plant program in one of them and to help set up the annual budget in the other; give him an "externship" by assigning him to work in several community, nonschool agencies. Such proposals can be appraised cooperatively by asking the extent to which they will help achieve the purposes of the internship in the sense here discussed. The central question always is this: Will the proposed modification or new idea improve the likelihood that the intern will be better prepared to face his extensive and important responsibilities in the job of educational administrator?

Summary

Here, then, is a view of the intern at work—at work to learn. The internship is learning by doing. It is education through carrying responsibility. Theory and concept come alive as they offer their aid in solving practical problems. A person may be able to verbalize why and how a particular act should be performed, but he cannot actually become skilled in performance until he has had a chance to practice.

Just as sequences of desirable learning activities for interns are no accident, neither are the inter-institutional and intra-institutional

arrangements that support them. Our next task will be to examine the structure and administration of internship programs, including the responsibilities of each of the parties involved: the profession, the professional school, the sponsoring school system or agency, and the intern himself.

CHAPTER IV

Structuring and Administering the Internship Program

An operating internship program in educational administration calls for organizational and administrative arrangements among five different parties: the professional school, the sponsoring school system or agency, the intern, the state, and the profession.

The Professional School

In the development of the internship in educational administration, the university professional school has been the initiator. All the early articles in the professional journals reported what different universities were doing in initiating and promoting the internship as part of the professional preparation program.

There are about seven basic questions according to Newell and Will¹ that the administration and staff of a university must face in initiating and developing an administrative internship program:

How important does the university consider the internship to be? There must be full approval and support of the program by the administration and the staff. If the program is to be effective, the university must deliberately commit itself to the allocation of staff time and necessary funds for this purpose.

What will be the program objectives? To answer this question the staff will need to clarify the outcomes it expects, and to show the relation of those expected outcomes to the rest of the student's professional preparation program.

How will the internship be defined operationally? By way of illustration, Southern Illinois University initiated a graduate internship program in 1949-50. In May 1955, Charles D. Neal reported

¹ C. A. Newell and R. F. Will, "Planning Internships for Prospective School Administrators," *Educational Administration and Supervision*, 37 (May 1951), pp. 307-11.

that a "Thirteen-Month Plan" had evolved.² Each intern is scheduled to:

1. Attend summer classes	12 credits
2. Hold a school position for a nine-month school year under direct supervision of a campus supervisor. During this nine-month period, the intern earns additional credits as follows:	
Field study	4 credits
Two Saturday or evening courses	8 credits
One-half school time devoted to administration, teaching, or supervising duties	0 credits
One-half time devoted to "practicum" as set up by university consultant	12 credits
3. Attend summer classes (second summer)	12 credits
<i>Total</i>	<u>48 credits</u>

In the S.I.U. plan the intern is assigned to a master administrator in a public school on a half-time basis. His duties range from teaching one class to developing budgets. While the sponsoring school system provides a half-time salary, the university pays the cost of travel and of the study guides used in the program, as well as the salaries of the consultants who supervise the program.

The role of the cooperating public school in this case is to initiate the request for the intern. The cooperating school and the university coordinator then set up criteria for the internship. During April or May the intern, with his advisor, plans a summer's program on campus. During the summer the intern, his sponsor, and the coordinator plan and schedule the following year's work. At the end of the internship year, the intern and the advisor plan the final summer's program. During the course of the school year, the coordinator plans monthly supervising visits to the sponsoring school and arranges monthly campus seminars for all the interns. Each intern's day-by-day log is often used for seminar discussion.

The characteristics of the program at the University of Maryland are substantially the same. In that institution:³

² Charles D. Neal, "Five Years' Experience with Internships," *Nation's Schools*, 55 (May 1955), pp. 46-50.

³ C. A. Newell, "Internships and Apprenticeships in Educational Administration," *American School Board Journal*, 129 (July 1954), p. 26.

1. The intern is assigned to a school to work four days each week for a school year.
2. The intern is nominated by the university. The sponsor accepts or rejects the nomination.
3. The intern applicant must hold a master's degree and must have completed three years of teaching.
4. *The intern's salary, which is contributed by the sponsor, should be the equivalent of a teacher's with like educational experience, plus travel pay when needed.*
5. A contract is issued by the school system.
6. The intern receives 16 semester credits for an internship of two semesters.
7. The intern's attendance at a seminar every two weeks is required.
8. The intern may not register for more than six semester units of campus work—three each term.

The most recent definitive and authoritative operational definition of the internship appears in the final yearbook of the American Association of School Administrators.⁴ In that book a "Proposed Program of Preparation" is presented to serve as a guide to planning in the years ahead. The total "State U" program includes Phase 1: An admission core (9 semester hours) and foundation work in cognate fields (15 semester hours); Phase 2: advanced studies (18–21 semester hours) and preparation for specific positions (6–9 semester hours); and Phase 3: on-the-job learning (9 semester hours).

It is in Phase 3 that the internship occurs—either full time for a half year or half time for a full year. And the university is still seen as exercising the initiative. "A supervising professor from State University has general responsibility for placing the interns, orienting the sponsoring administrators, overseeing the day-to-day activities, and holding weekly seminars for the interns."⁵ Note that the internship comes at the end of the formal training period and that it is assigned a value of nine semester hours, or about one-seventh of the total two-year program beyond the bachelor's degree.

How are competent students for the internship to be selected?
The selection of an intern constitutes a decision of critical im-

⁴ American Association of School Administrators, *Professional Administrators for America's Schools*, 38th Yearbook (Washington, D.C.: The Association, 1960).

⁵ *Ibid.*, page 185.

portance. Actually, the decision is one of a series that begins with admission of the student to graduate study in the university and continues through job placement. If each decision in the series were soundly made, selecting interns would be comparatively easy. As it is, *the internship selection process may be the most critical in the series up to that point. All parties concerned realize that placement* in a job-like position is an important test for the student, and an incompetent intern at best will represent a poor investment of time and effort. At worst he will lose the confidence of the administrator and staff in the field and build up resentment against the internship program.

One of the more searching selection processes is that in Emory University, Atlanta, Georgia.⁶ In Emory's administrative internship program, the intern receives his assignment in the spring and helps to close his assigned school at the end of the term. In the fall, a week before school opens, the intern starts to work. During the first part of the term, the intern visits classrooms. During the winter he works with small faculty groups on teaching problems. In the spring he works full time on management duties in the principal's office.

In addition to his internship, he enrolls in an administrative core program on campus which extends over three successive quarters and carries fifteen quarter-hours of credit. In the core, theory, techniques, and the job itself are discussed in relation to real life cases.

The coordinator joins the intern and the principal for regular evaluative conferences. The discussions in these meetings are recorded on tape. Playbacks indicate the intern's progress in perception, command of words, and his use of his voice.

To participate in the program, every Emory intern candidate is required:

1. To have a bachelor's degree.
2. To have three years of teaching experience.
3. To have the support of his colleagues and administrators.
4. To pass a Graduate College qualifying examination which mainly measures general cultural background and English mechanics.
5. To take a diagnostic examination given by the Division of Teacher

⁶ Warren E. Gauerke, "Internship for School Principals," *Elementary School Journal*, 59 (January 1959), pp. 202-10.

Education which is designed to test his ability to apply knowledge to problem situations.

6. To take a battery of psychological tests:
 - a. American Council on Education Psychological Examination.
 - b. Minnesota Multiphasic Personality Inventory.
 - c. House-Tree-Person Test.
 - d. A modified Thematic Apperception Test.
 - e. A group-administered Rorschach Test.

In addition, a student profile folder is compiled for each candidate. In it the supervising professor puts the candidate's test results, samples of his written work, staff evaluations, transcriptions of the tapes of his group participation in evaluation conferences, and anecdotal conduct reports. All of the information filed therein is shared and discussed with the intern.

A little farther south, Florida State University developed an internship program in cooperation with the school system of Pinellas County, Florida.⁷ The selection part of the total program was also comprehensive. The activities in sequence were:

1. Early joint announcement of the program to the county teachers.
2. A meeting to answer questions from all applicants.
3. Miller Analogies Test administered to all applicants.
4. General background essay test of all applicants.
5. Interview of each applicant by a committee of Florida State University professors and of Pinellas County educators.
6. Individual interviews by F.S.U. specialists.
7. Final selection on the basis of test scores and interview ratings.
8. Attendance at F.S.U. for eight weeks of a summer session.
9. Nine semester-hour internship in Pinellas County during the fall semester.
10. Twelve semester-hour course load on F.S.U. campus during the spring semester.
11. Attendance at F.S.U. for eight weeks the following summer.
12. At the completion of this part of the program, the intern will have met the residence requirements for the doctor's degree at F.S.U.
13. The intern returns to Pinellas County to a leadership position.

Four candidates were selected for the initial 1956 program. They received full pay—40 per cent from F.S.U. and 60 per cent from

⁷ H. W. Dean, "The Intern for Leadership," *School Executive*, 78 (October 1958), pp. 56-57.

Pinellas County. The program is administered by the department of administration, supervision, and curriculum. During the internship, candidates developed brochures, made studies of school population growth and teacher loads, oriented new teachers, and analyzed test scores for staff consumption.

The intent of the selection process is that each candidate for graduate study in educational administration should be selected on the basis of his whole personality appraised as to his potential effectiveness on the job. As soon as he is ready for an internship, he should be reappraised on the same basis.

The actual task of selecting interns, as the examples show, is best done by a cooperating group representing both the university and the sponsoring school system or agency. Thereby, the university reserves the right to refuse to admit persons whom it judges to be incompetent into the internship program; and the field sponsor, of course, reserves the right to refuse to accept any particular intern. A joint committee is helpful in making difficult decisions and serves as protection against the acceptance of poor interns or the rejection of promising ones.

If enough interns are available, it is good practice to ask the field sponsor to interview several prospective interns and then to choose from among them. Under such a plan, a student offered internship opportunities in more than one situation also has a choice among field agencies.

What working relationships can be established between the university and the school system? Thus far, the major responsibility for stimulating local school systems to be more active and systematic in locating and encouraging potential administrators has fallen upon the universities. The recent keen interest and pronouncements of the American Association of School Administrators concerning improved preparation programs⁸ may shift some of the recruitment responsibility toward the professional associations.

It appears, however, that for some time to come it will be the universities which will be trying to persuade local school systems that administrator selection and development programs serve both

⁸ A.A.S.A., *Something to Steer By: 35 Proposals for Better Preparation of School Administrators* (Washington, D.C.: The Association, 1958); and A.A.S.A., *The Next Big Step* (Washington, D.C.: The Association, 1959).

their own local interests and the interests of the profession as a whole. School authorities can be persuaded to be concerned for the general welfare and with locating potentially able administrators for other school systems as well as for their own. The promotion of interest in the selection and development of interns is a route to promoting interest in the larger problem of developing leadership for the entire profession.

Working relationships between universities and school systems have typically been informal ones, based largely upon the personality and persuasiveness of the supervising professor and upon the professional far-sightedness of the local superintendent of schools and the board of education. Few written agreements have been executed. One outstanding exception was the document drawn up cooperatively by Professor William Yeager of the University of Pittsburgh and by R. D. Horsman, Superintendent of the Mount Lebanon (Pennsylvania) Public Schools, to guide the relationships between the two institutions:

*Internship in Educational Administration*⁹

The University of Pittsburgh and the Mt. Lebanon School District have agreed to cooperate in an internship program in educational administration. The following is a plan for the study, experience, and report for the graduate student assigned.

This plan should be flexible in nature and be determined by the time the student has available. It is agreed that since this is an experience program, the activities are to be broad in nature and we should avoid limiting experience in order to complete the details of one particular project.

I. Administration:

A. Organization:

1. Review prepared materials on organization.
2. Visit all offices and study administrative organization from administration office to classroom.
3. Attend meetings of Board of Education.
4. Prepare Superintendent's Monthly Report and Agenda.

B. Personnel—Professional; Nonprofessional; Pupil:

1. Study materials for selection and supervision; applications, interview forms, contracts, etc.

⁹ Reprinted by the Croft Board Service (New London, Conn.: Arthur C. Croft Publications, 1960).

2. Teacher Exchange Program.
 3. Pupil personnel; Records, report cards, promotional policies, etc.
 - C. Finance:
 1. Study planned financial program.
 2. Review budget preparation.
 3. Review plans for bond issue.
 4. Study the insurance procedures.
 5. Study the various accounts—current, construction, special, activities, cafeteria.
 6. Study the sinking fund and bond program.
 7. Follow through *requisition to delivery* and *use* of an item.
 - D. Buildings, Grounds, and Transportation:
 1. Study the maintenance program.
 2. Review the plans for construction of buildings, additions, etc.
 3. Prepare bus schedule.
 4. Determine transportation limits for all buildings.
 - E. Auxiliary Agencies:
 1. Assist the assistant superintendent in preparing the schedule and the operation of the Adult Education Program.
 2. Assist in preparing the Summer Recreation Program.
 3. Assist in preparing the After School Recreation Program.
 4. Study and observe the Medical Department's place in the program.
 5. Review organization and administration of annual school census.
 - F. Local District and the Department of Public Instruction:
 1. Review all forms used with the Department.
 2. Prepare a calendar for the preparation of Department reports.
 3. Spend at least one day observing the work of the Department.
- II. Supervision and Curriculum Study:
- A. Organization:
 1. Review and study the plans for assignment of teachers and supervisors.
 2. Visit at least one classroom at each grade level.
 - B. Plans and Schedule:
 1. Spend some time with principals at each level on the preparation of schedules.
 2. Visit and prepare a supervisory report at several levels of instruction (Reports are not to be placed in teachers' records).
 - C. Revision and Study:

STRUCTURING AND ADMINISTERING

1. Study the schedule and meet with various grade and subject groups on curriculum study.
- D. Selection of Personnel:
 1. Follow through the procedure for the selection of a teacher.
- E. Selection of Materials:
 1. Follow through the procedure for the selection of materials of instruction.
- III. Public Relations:
 - A. Community Information:
 1. Prepare annual booklet to public on Organization and Administration.
 2. Monthly and weekly report and materials to local newspapers.
 3. Revise and evaluate present procedures and forms.
 - B. Community Groups:
 1. Attend P.T.A. Council meetings.
 2. Sit in with principal on unit executive board meeting.
 3. Attend other service club and public board meetings as directed.

(Signed) For the University of Pittsburgh

For the Mt. Lebanon School District

For the Intern

Date: _____

Of course, contracts alone will not do the job. The effectiveness of the internship, as is true with any educational venture, depends greatly upon the spirit permeating the relationship. The written contract ideally gives form and continuity to what already exists in spirit.

Another kind of written document also helps. That is a written policy statement of the board of education attesting to the existence of and the nature of the internship in that school system. Another task of the university representative, then, is to persuade the superintendent and the board of education to consider the problem and to adopt a guiding policy statement.

To put verbal and written agreements between the university and the field agency into effect, two jobs, or positions, have to be

created: the Sponsoring Administrator and the University Coordinator (sometimes called the Supervising Professor).

The Sponsoring Administrator (called a "preceptor" in the field of hospital administration) fills two roles. He is the actual executive of the agency. And thereby he is the intern's "boss." In addition, he is the intern's coach, mentor, teacher. It is not always easy for him to keep his roles straight.

In his role as teacher, he is, in effect, a field or adjunct professor of the university. Some universities have awarded such titles to their sponsoring administrators and have listed their names and titles in the university catalogue. He has the responsibility for directly supervising the work of the intern. A job description of the position would look about as follows:

The Sponsoring Administrator

The sponsoring administrator is the university's instructor-in-the-field. His "class" ordinarily is limited to one intern at a time. It is his responsibility to give direct supervision to the work of the intern; to assist in maintaining cordial working relationships with the university; to help the intern to develop productive working relationships with the other members of the school staff; to coordinate the intern's schedule of learning activities in the best interests of both the intern and the school system; to provide for the participation of the school staff in planning for and in evaluating the effectiveness of the internship; and to recommend a grade or mark for the intern's university record if one is required.

The University Coordinator is the person on the campus staff who is assigned responsibility for the successful operation of the whole internship program, so far as the university is concerned. A job description of his position would be similar to the following:

The University Coordinator of the Administrative Internship

The university's coordinator of the administrative internship program is directly responsible for the total program—both for its administration and for its development through needed changes of policy and procedure.

The coordinator is responsible for maintaining general supervision over the program; for making necessary contacts in the field; for deciding upon the placement of interns and for assuring that a field agency will not be assigned more interns than it can adequately supervise and

provide for; for helping make the resources of the university available as needed for the successful operation of the program; for initiating the necessary planning, evaluation and supervision; for assigning a school grade (if one is given); for fostering the continual appraisal of the internship program as part of the total professional curriculum; and for organizing and promoting workshops, field trips, seminars, and other devices for helping both interns and field administrator's function in the program more effectively.

A full-time load for the university coordinator will be defined as above, plus the direct supervision of 15 to 20 interns. More than 20 interns calls for the appointment of an additional coordinator or coordinators to maintain a ratio of no more than 1:20.

Other indirect but important possibilities for cooperation need to be carefully considered. The development of relationships with a school study council, a superintendents' and principals' association, a state department of education, or the United States Office of Education may pay large dividends. Where such relationships have been established and maintained, they have enriched the total internship program and have enhanced the relationships between the university and the sponsoring agencies in the field.

How shall the internship program be financed? Instruction through the internship is costly, chiefly because of the low teacher-pupil ratio. Final answers about financing are not yet in because operational approaches to internship are, at this writing, still in the experimental stages. Discussions of financing the internship, therefore, are based partly upon experience and partly upon speculation.

The adequate financing of an internship program involves these major questions:

1. What are the costs and sources of funds for the university's participation in the program?
2. What are the costs and sources of funds for the field agency's participation in the program?
3. What are the costs and sources of funds for the intern?

The cost to the university is substantial. If the program is to be effective, the university must commit itself to the necessary expenditures of staff time, secretarial help, travel costs of supervision, and related expenses. Little is known at present about unit costs for internships, but these costs, so far as the university is concerned, can be computed like other instructional costs. For example, if a

professor whose annual salary is \$15,000 is assigned half-time to coordinating the internship program and half-time to other professorial duties of teaching and research, the annual direct salary cost is \$7,500. If the professor supervises as many as 15 interns, the direct instructional cost per intern is \$500, or \$250 per semester per intern. If one now adds the indirect costs of retirement, social security, hospitalization, secretarial help for the professor, travel to and from the cooperating school systems, telephone, office space and service, and university administrative overhead charges, it is clear that the cost per semester per intern can exceed \$350.

For tax-supported universities such costs may be extremely difficult to cover. For private universities without adequate endowments, the cost may be judged completely impossible to cover. What happens typically is that a professor who already has a full load assumes the extra burden because of his missionary-like zeal for the internship approach. In those cases operation of the internship suffers. The busy professor *tries* to maintain a regular schedule of visitations; he *tries* to visit other field agencies to prospect for new cooperating relationships; he *tries* to schedule and to conduct trips to state and national agencies for the interns—but the execution of his intentions usually falters sadly when he faces the array of *important* assignments scheduled for him on campus.

One approach to financing the university's share, then, is to curb the extent of university participation: fewer supervisory visits; less time spent by the supervising professor in developing contacts; fewer interns. Another approach is to charge the intern a sizeable "fee" to help with the costs. Still another is to accept the fact of the high cost and to underwrite the cost somehow. Defining "somehow" is the problem at the moment.

The cost to the school system or other field agency is not a serious problem. As a matter of fact, it can be argued that each field agency that receives an intern gains financially thereby. If the intern serves without pay, the point is easily made. If the intern serves with pay at a rate less than he could normally expect for his training and experience, the point is still made. If he is paid at the regular rate, the school system either breaks even or gains.

Consider what the school system or field agency gets. The intern is a highly selected, highly motivated person. He is so eager to make

good that he will go far beyond the normal call of duty. A half-time assignment grows into a full-time one, but with the half-time rate still in effect. He brings the latest ideas of the university to the field agency. He teaches while he learns. He stimulates the sponsoring administrator to new efforts to keep ahead professionally. The leavening influence of the intern is hard to measure objectively, but easy to sense subjectively. The maximum cost, therefore, to the field agency is the salary paid to the intern.

The brightest aspect of the entire problem of financing the internship appears when one considers the benefits to the intern. The opportunity for an intern to receive a salary for his services while he learns is a welcome one. The provision of financial aid to graduate students is the most pressing current problem facing the upper limits of professional study. Unless selection is to be based upon economic ability primarily, financial aid is necessary. Graduate students in the field of educational administration are for the most part experienced persons. Many of them are men with families. In a study of the students majoring in educational administration at Teachers College, Columbia University, Kermit Johnson found that the typical graduate student was a man of 35 years, married, with two children, and with very little in the way of savings except his equity in life insurance. Financial aid is a must for such persons contemplating full-time advanced graduate study.

The salary paid an intern by a school system is welcome indeed; and, according to the testimony of sponsoring administrators and school boards, this expenditure of school funds can readily be justified by the substantial service carefully selected interns provide.

There may be other occasional sources of funds to help finance the program. In a very few cases a university itself may pay a part of the intern's salary. In some cases foundation funds have supplied the need, but ultimately state school funds may have to carry a major share of the burden. Internship programs are maintained for the purpose of developing leaders, and this is an enterprise in which each state, as well as the country as a whole, has a vital stake. The precedent of providing state scholarships for promising young people regardless of vocational plans is already well-established and gives emphasis to the logic of providing state financial assistance for interns in educational administration.

The financial aid to an intern should be equivalent, at least, to the salary of a teacher of his training and experience. In addition, he should be supplied with adequate secretarial help, with travel funds, and with needed supplies. The supplies in most cases can be provided without much difficulty.

Eventually the responsibility for the financing of internship programs must be carried by the profession as a whole and by all the people. In the meantime, however, the burden will be carried by each university and its associated field agencies sponsoring internships.

How shall the internship experience be evaluated? Evaluation of the internship begins with the selection of the school system in which the intern is to be placed. His growth is not likely to go further than the thinking and practice in the school system where he is assigned. More specifically, it probably will not rise above the level of professionalization of the sponsoring administrator. While it can be argued that an intern with adequate university supervision can learn a great deal from seeing and properly appraising poor practice, the basic purpose of an internship is to provide the intern an opportunity to practice administering under wholesome conditions. If that experience is denied him, the value of his internship is questionable.

What, then, is required of a school system or other field agency to demonstrate its capacity to provide an effective educational experience for an intern? While no recognized document or guide for evaluating a field agency for this purpose exists at the moment, the usual implied questions are about as follows:

1. Is the quality of the school system or field agency at least as good as the one in which the intern is most likely to be seeking employment at the end of his training period?
2. Does the extent and quality of the training and experience of the administrator entitle him to be designated in the university catalogue as a Sponsoring Administrator or Adjunct Professor?
3. Does the Board of Education of the school system (or the board of control of the field agency) have a written policy statement on internships? If not, is it willing to adopt one?
4. Does the superintendent of schools have a set of written regulations consistent with the board's policy statement to guide the staff and the intern?

5. Does the superintendent, principal, or other person to be designated as a Sponsoring Administrator have the ability to delegate genuine responsibilities at a professional level?
6. Does the proposed Sponsoring Administrator demonstrate enough interest in the internship to assure that he will devote the time necessary to provide a sound internship experience?
7. Has the administrative staff of the agency demonstrated the capacity to attack and to solve its problems constructively?
8. Is the proposed field agency close enough to allow for regular and adequate supervision of the intern by the university coordinator?
9. Is the field agency willing to enter into a three-way contract involving the university, the agency, and the intern?
10. Is the field agency willing to pay the intern a salary for his services?

Some additional criteria of a more elusive, more subjective nature are also important. For example, a school system that is alive and bubbling with exciting, constructive activity is a desirable one. It might be a school system facing serious problems (such as overcrowded schools and a rapid population expansion). That would make an excellent situation for an internship, provided the school administration demonstrates vision and professional competence in dealing with the problems. Under such circumstances the intern can share in the conduct of special studies undertaken by the school administration, in producing written reports and materials growing out of those studies and in assembling other information relative to the effectiveness of the school system. All such materials would be helpful in evaluating the growth of the intern.

Some of the best internships have been provided in school systems in which professional help has been needed. In such cases, responsibilities tend to be delegated to an intern almost automatically. The result is an excellent internship experience, provided the experience is a genuine internship rather than merely a period of temporary employment. In summation, the primary emphasis must be upon the education of the intern; adequate supervision must be provided both by the field agency and by the university; and there must be definite planning for relating practice and theory—all in a sound field agency.

In the actual placement of an individual intern, the field situation must not only be sound in and of itself but it must also be ap-

propriate for the individual intern. The intern must "fit" the situation. Take the following matters into account:

1. For what position is the intern preparing: Superintendency? Elementary principalship? High school principalship? Deanship?
2. Is the intern preparing for a position in a large city system or in a rural area?
3. Does the intern have a conservative political and religious background or a liberal one?
4. What is the socio-economic background of the intern?
5. What degree of compatibility in the above characteristics will best help the intern?

In addition to (1) appraising the suitability of the field agency for an internship program and (2) matching the intern to the agency, the university's representative has another vital appraisal function: that of (3) evaluating the professional growth of the intern resulting from his experience.

To be meaningful, evaluation (like planning) must be carried forward in terms of purposes. In the light of those purposes, what are the evidences of the intern's professional growth? To what extent have his activities contributed to his growth? What activities appear most promising for promoting future growth? One of the most comprehensive plans for answering these questions was developed at the University of Maryland.¹⁰ There, planning and evaluation were viewed together as a unit.

The planning phase specified that (a) each intern should have a unique plan patterned to fit his needs and interests; (b) the plan should be stated in terms of purposes and competencies which the intern seeks to achieve; (c) the plan is built to serve as a guide to learning about the particular position for which the intern is preparing; (d) for each purpose and competency listed, appropriate activities and responsibilities must be matched; (e) provision must be made for continuous planning and redirecting; and (f) evaluation must gradually supersede planning as the end of the internships approaches.

It is interesting to observe how planning gradually becomes evaluation in the Maryland plan. Note the similarity in the sequences:

¹⁰ C. A. Newell, "Planning and Evaluating Internship Experiences in Educational Administration," *Journal of Teacher Education*, 7 (June 1956), pp. 159-66.

Planning

1. An exploratory planning period in which the intern, the sponsor, and the professor reach preliminary agreements.
2. Discussion of the broad outline of a projected guide for the intern's activity between intern and professor.
3. Preparation of an individual guide by the intern.
4. Revision of the guide by the intern and professor.
5. Discussion and revision of the guide in conference with the intern, the professor, and the sponsoring administrator.
6. Start of the internship in accord with the written agreements.
7. Evaluation and revision of the guide in light of the intern's growth.

Evaluating

1. Discussions to help the intern clarify his goals and to redirect them as needed.
2. Discussions to help the intern assess critically his growth in professional competence.
3. Procedures for replanning and improving the internship during its operation.
4. Processes for learning the extent to which the intern's purposes are being achieved.
5. Require the intern to keep anecdotal records for use in evaluation conferences.
6. Analyze the data gathered to determine what changes in concepts, attitudes, and values—as well as growth in skills, knowledge, and competencies—took place.
7. Revise and improve both procedures and the guide in the light of the evidence.

The evaluation method outlined offers the following advantages, according to Newell:¹¹

1. Evaluation centers around purposes the learner seeks to achieve.
2. Evaluation leads logically to replanning and redirecting as necessary.
3. The content of the evaluation is developed from the actual experience of each learner.
4. Evaluation embraces all aspects of the internship experience.
5. Evaluation is based as far as possible upon objective data.
6. Evaluation is continuous.
7. Evaluation is a cooperative enterprise.
8. Self-evaluation is encouraged.
9. Evaluation becomes a recognized impersonal process.
10. Evaluation becomes a creative process.

The university has an obligation and an opportunity to examine its own philosophy, its objectives, and its curriculum periodically in the light of the field experiences of its interns. The feedback to the campus classroom can have an important effect in helping the university to keep its course work in tune with the realities of the

¹¹ *Ibid.*

field. To further this purpose, one university annually invited all of its sponsoring administrators to a dinner meeting with the faculty of the department of educational administration. There the guest administrators were asked to discuss gaps in the college's training program as they might have been revealed by gaps in the interns' preparation when faced with actual problems. Notice that the focus was not upon the interns; it was upon the curriculum and development program of the professional school itself.

The Sponsoring School System or Agency

The second of the five partners in the internship is the school system or other field agency. What is its responsibility? Its interests? Its role?

The difference is mainly one of emphasis. Whereas the professional school is single-mindedly concerned with the preparation of administrators, the field agency sees that preparation merely as a means to an end. Hence, arguments supporting the internship idea with a local board of education have more potency if they stress the program as a better way to supply the administrative manpower needs of the school system. Most boards of education understand and appreciate the need for a program of executive development. In that light they see the purposes and values of the internship against a backdrop of enlightened self-interest. Accordingly, the internship:

1. Provides new ideas and supplementary service for the school system sponsoring the intern and stimulates the professional growth of the sponsoring administrator.
2. Provides the board, the administrative staff, the university, and the graduate student a means for deciding whether a prospective administrator is likely to succeed as a practitioner.
3. Helps the prospective administrator discover the kind of position for which he is best suited.¹²

The key forces within the school system in shaping the history of its relationships with the internship movement are the board of education and the superintendent of schools. If they are favorable to the idea, it will probably succeed; if they are not, it is a lost cause.

¹² D. R. Davies and H. M. Brickell, "Administrative Internships," *School Board Policies*, Vol. 2, No. 8 (New London, Conn.: Arthur C. Croft Publications, 1960).

What do school boards do? Ideally, they set the stage for executive development within their school systems by recognizing the internship in their written policy statements as an important aspect of total staff in-service growth. The intern learns—and so do the administrators and the teachers who work with him and teach him.

Because relatively few boards as of this time have a written policy on internships, Davies and Brickell¹³ devised a "Check List of Administrative Internship Policy Elements" to guide a school board in writing a comprehensive policy statement and to guide the administration in setting up its regulations consistent with the policy. To use the check list, a school board and the administrative staff would go through the check list with a pencil, checking the items which best express the board's policy position and the related items which should go into the matching administrative regulation. Then the checked items are to be converted into written statements:

What kind of statement might a school board develop by following the foregoing check list? Here are a few samples from school districts over the country by way of illustration. Remember that these are pioneering samples, since very few boards other than these have faced the problem.

The first of the examples, setting up the internship under the superintendent of schools, is from:

Palo Alto Unified School District
Palo Alto, California
Dr. Henry M. Gunn, Superintendent

The Administrative Intern:

Shall be under the general direction of and responsible to the Superintendent of Schools.

Shall act as administrative assistant to the Superintendent of Schools. He shall be required to carry out whatever assignments are deemed to be in the best interests of the School District and shall, whenever possible, be given duties that provide valuable training experience in the administration of schools.

Shall be without administrative authority except as specifically delegated by the Superintendent and shall normally serve on a part-time basis. His rate of compensation shall be determined by the Board of Education upon the recommendation of the Superintendent.

¹³ *Ibid.*

TABLE 3

CHECK LIST OF ADMINISTRATIVE INTERNSHIP POLICY ELEMENTS

<i>Policy Elements</i>	<i>Possible Choices for Board Policy</i>	<i>Possible Choices for Administrative Regulations</i>
1 Purpose of the internship	<ul style="list-style-type: none"> () To provide practical training in administration of schools () To encourage teachers to explore administration as a career () To increase the supply of capable administrative personnel () To make the service of able, energetic young students of administration available to benefit the school program () To stimulate the in-service growth of the school staff () To enrich the school program through contacts with universities 	
2 Qualifications of internship candidates	<ul style="list-style-type: none"> () Professional background of training and experience () Personal, behavioral attributes () General education and cultural background () Professional aspirations () Registration in an advanced program of studies in an accredited university program 	<ul style="list-style-type: none"> () Years of teaching experience () Evidence of potential for advanced training needed () Personal qualities desirable in an administrator () Age limits () Candidate's motivation for professional advancement () Recommendations by: <ul style="list-style-type: none"> —Superintendent —Staff —University representative —Responsible acquaintances
3 Selection of interns	<ul style="list-style-type: none"> () From within the school system () From among candidates recommended by university representatives () By procedures employed in selecting regular administrators for the staff 	<ul style="list-style-type: none"> () Prepare a bulletin outlining steps leading to the internship, all the way from initial expression of interest to final decision, showing respective roles of: <ul style="list-style-type: none"> —Prospective intern —Principal —Superintendent —University representative —School board

TABLE 3 (Cont.)

<i>Policy Elements</i>	<i>Possible Choices for Board Policy</i>	<i>Possible Choices for Administrative Regulations</i>
4 Conditions of Employment	<ul style="list-style-type: none"> () Full-time or () part-time basis () Salary guide to follow: <ul style="list-style-type: none"> () Teacher () Administrator () Responsibility for the intern: <ul style="list-style-type: none"> () Superintendent () Assistant superintendent () Principal () Prospective future employment as an administrator: <ul style="list-style-type: none"> () No promise given () Priority promised () Recommendation for positions in other schools promised () Scheduling latitude: <ul style="list-style-type: none"> () No interference with daily schedule allowed () Coordination of daily schedule with university requirements sanctioned () Fullest professional development of intern is main consideration 	<ul style="list-style-type: none"> () Set on-duty hours () Indicate definitive salary expectancy () Spell out responsibility to whom and for what () Indicate respective roles of: <ul style="list-style-type: none"> —Sponsoring administrator —University representative —Intern
5 Duties of interns	<ul style="list-style-type: none"> () Broadly designed to further the administrative training of the intern () Specifically limited to: <ul style="list-style-type: none"> () Superintendent's office () Asst. superintendent's office () Principal's office () Any administrative position () To be set up in the best interests of all concerned () Limits of authority: <ul style="list-style-type: none"> () Only as delegated () May increase with experience 	<ul style="list-style-type: none"> () Set up a Duties Guide to take account of: <ul style="list-style-type: none"> —All appropriate functional areas of administration —Rotation of assignments to give intern breadth of experience —Later evaluation of the intern's performance —relationship with the intern's university program and sponsor —Kinds of activity, e.g.: <ul style="list-style-type: none"> —Observe —Read —Discuss —Act (what authority?)

The next policy example, setting up the internship under the high school principal, is from:

Kenmore Public Schools
Kenmore 23, New York
Carl W. Baisch, Superintendent of Schools

In each secondary school the position of administrative intern may be authorized:

A. A teacher shall serve as an administrative intern for a year and shall not succeed himself in the same position in the same school. The administrative intern shall be relieved of teaching responsibilities in order to serve in an administrative capacity. Such service shall be considered as "teaching" for salary, leave, and other similar purposes.

B. He shall perform whatever appropriate duties are assigned to him by the building principal.

Our final policy example deals more extensively with the purposes of the internship program in:

Pontiac Public Schools
Pontiac, Michigan
Dana P. Whitmer, Superintendent

Administrative Interns

An administrative internship program shall be maintained to prepare promising teachers for administrative positions. The experiences provided interns during the internship program shall be broad and designed to give the intern a wide understanding of the operation of the school system, the leadership role required in the different administrative positions, and techniques of working in the administrative capacity. The internship program shall also serve as a screening period which demonstrates the capacity of the intern for administration.

After the board of education does its work in setting up a policy statement, it is then necessary for the administration to set up regulations to put the policy into operation. Whereas the policy is a broad guide to discretionary action, the administrative regulation is a detailed specification of what is to be done, by whom and when. Note in the examples of administrative regulations that follow how the policy is assumed and how the administrator becomes specific. The first example is an administrative regulation from:

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White Plains Public Schools
 5 Homeside Lane
 White Plains, New York
 Dr. Carroll F. Johnson, Superintendent

Administrative Interns

Three internships in educational administration for promising doctoral candidates in colleges in the metropolitan area are available with the Superintendent of Schools, the Assistant Superintendent in Charge of Business, and the Director of Elementary Education.

Following are the regulations that have been established governing the position of intern in White Plains:

1. *Qualification:*

- a. Doctoral candidate.
- b. Recommended by university for internship.
- c. Acceptable to staff members concerned.

2. *Salary:*

- a. Same as for substitute teachers on a per diem basis.

Schedule:

Training Level: 5 years—Daily Salary: \$21.50.

Training Level: 6 years—Daily Salary: \$22.50.

For the consecutive days in excess of twenty that he is employed in that position, he will be paid \$3.00 per day more than the above schedule.

3. *Duties:*

- a. Those assigned by cooperating administrator.
- b. General activities such as attendance at:
 - (1) Meetings of Board of Education.
 - (2) Meetings of P.T.A. Council and individual P.T.A. meetings.
 - (3) Citizen and staff study group meetings.
 - (4) Teas, parties, and other social affairs for staff members.

4. *Schedule:*

- a. Regular central office working days and hours.
- b. Interns may be excused earlier than five in order to attend afternoon classes no more than twice a week without loss of pay. It is assumed that this time will be made up by performance of duties after five on some days and by attendance at evening meetings.
- c. Interns may be excused without pay on certain days for examinations and other requirements at universities. Requests for excuse of such absences should be submitted in advance on standard form P. 12 to the Superintendent after the approval of the cooperating administrator has been obtained. With the approval of the cooperating administrator and

Superintendent, interns may work on Saturdays or office holidays to make up time lost in order not to lose pay. He should so state any such intentions and the dates on which he will work to make up the time when he files his request for absence.

- d. Interns are allowed two professional visitation days without loss of pay.
- e. Interns will receive a paid holiday during the Christmas vacation period.
- f. Interns will be allowed ten days of sick leave per school year of ten months.

How the internship program can be set up in detail for the elementary principalship is illustrated by the following administrative regulation from Ellensburg, Washington, where Marvin J. Schroeder is Superintendent of Schools:

*Profile of Internship Experiences
in Elementary School Administration*

The internship program is designed to provide carefully selected prospective elementary school administrators with a broad background of firsthand experiences in school administration. The entire scope of responsibilities included in elementary school administration is considered to be the nucleus of the internship program. These experiences are necessarily varied and include a large number of real administrative problems. A partial listing and brief description of these experiences follow.

(Signed) _____
Marvin J. Schroeder
Superintendent

Pre-school preparation. Two weeks prior to the opening of the school term the intern participates in a variety of experiences relative to the responsibilities of the school administrator as he organizes and prepares for the opening of the school term. Such experiences as the following are included in this phase of the training program:

- A. Analysis of pupil enrollment with subsequent preparation of class and grade enrollment lists.
- B. Analysis and review of training and experience of individual staff members.
- C. Inspection and evaluation of physical facilities relative to their maintenance and readiness for the opening of the school term.
- D. Inventory of supplies and equipment, reconciliation of summer orders for these items, and preparation of additional orders.

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- E. Planning and organization of pre-school activities for staff members.
- F. Establishment of procedures for opening day of school activities.
- G. Development of special orientation programs for first grade pupils and parents and kindergarten children and parents.
- H. Pre-school conferences with individual staff members and selected groups of staff members.

General responsibilities for the school term. The intern participates in the following experiences as a part of the routine of an administrative responsibility. These responsibilities are assumed by the intern for varying periods of time. Some assignments are continuous responsibilities; some are short-term ones. The nature of the responsibility and its place in the total school program determine the extent of the participation.

A. Routine:

1. Office procedures include bookkeeping, handling of supplies, textbooks, preparation of records, filing system, handling communications and correspondence, development and utilization of appropriate forms, handling of accounts such as cafeteria and utility fund, and other experiences relative to the normal organization and administration of the office in an elementary school.
2. Plant management. This area of experience is related primarily to the development of an understanding of the operation and maintenance of the physical plant. Included are the following types of experiences:
 - a. Evaluation of the school plant in terms of the needs of an elementary school program, recognition and evaluation of maintenance procedures, equipment, and materials. (This area is explored in detail under the guidance of the maintenance supervisor of the Ellensburg Schools, Mr. Dan Cheska.)
 - b. An acquaintance with the special types of equipment used in the school plant.
3. Miscellaneous routine responsibilities include such items as the following:
 - a. Checking pupil attendance.
 - b. Checking referral slips made by the school nurse.
 - c. Taking youngsters home who become ill or who miss the bus.
 - d. Banking school moneys.
 - e. Scheduling service activities.
 - f. Picking up supplies and performing other business errands.
 - g. Maintaining calendar of activities and budgeting time for these events.

- B. Working with staff members. In this area are included those experiences in the personnel field related primarily to an administrator's direct contact with staff members.
1. Counseling with individual staff members relative to instructional problems, pupil guidance, and parent-teacher relationships.
 2. Work with staff members on special projects. (Pottery-making, special instructional units, reading program, field trips, parent-teacher conferences, special pupil guidance problems, personal problems of staff members.)
 3. Development of total staff activities such as staff meetings, total school testing program, and coordinating the audio-visual program.
 4. Direct contact with the student teaching program.
 5. Reviewing methods of interviewing and selecting staff members.
- C. Working with pupils. Considerable emphasis is placed in this area on a school administrator's responsibilities in order to provide the intern with numerous types of problems relating to pupil organization and guidance. This includes experiences such as the following:
1. The organization and continuous supervision of special pupil groups; i.e., service boys, service girls, and school boy patrol.
 2. Special guidance problems involving home visits, work with the welfare department, the Ellensburg Children's Clinic personnel, college staff members, and other special resource people.
 3. General guidance problems involving more routine pupil problems.
 4. Continuous supervision of playground activities.
 5. Administration of special tests for diagnostic purposes.
- D. Working with parents. The intern has numerous experiences in the area of working with parents and parent groups:
1. Development of professional procedures for conducting everyday parent-school relationships.
 2. Working with parents on special problems, conducting parent interviews and conferences, and home visits.
 3. Participation in P.T.A. board meetings, regular P.T.A. meetings, and special P.T.A. projects.
- E. Curriculum. Particular emphasis is placed on the intern's experience in this area. Detailed contact is maintained with such items as:
1. Types of supplies (including preparation of the annual order).

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2. Classroom observations and conferences with individual teachers relative to the instructional program of each level.
3. Techniques for the evaluation of the instructional program.
4. Methods used to provide leadership for change in the instructional program.
5. Working with district-wide curriculum committees.
6. Working with grade level groups on textbook evaluation and selection.
7. Working with individual teachers on special instructional problems.
8. Attendance at A.S.C.D. regional conference.

Special projects and activities. The administration of an elementary school program includes some special experiences important to the total school program. The following list includes several of these:

- A. An analysis of the district music program.
- B. Organization and implementation of a special health clinic for all pupils of the Lincoln School.
- C. Continuous supervision of noontime playground activities.
- D. Development of an understanding of the transportation system including handling of special transportation problems. (This does include actual experiences in riding the bus routes.)
- E. Work with special school district programs. (Mentally handicapped and physically handicapped program.)
- F. Meeting with the school board and lay advisory committee.
- G. Attendance at state and regional and local administrators' meetings.
- H. Participation in the organization and handling of school district elections.
- I. Organization of special assembly programs.
- J. Administration of the school lunch and the special milk program.
- K. Coordination of the audio-visual program. (This includes ordering of films, delivery of the films, keeping of records and billing of films used, helping teachers schedule films, helping them set up and operate equipment, etc.)

There is, then, a great deal for the local school system to do in getting ready to participate in a first-rate internship program. To this point this discussion has centered on the role of the board of education and upon the role of the administration, especially with the desirability of their clarifying their positions in writing. Policy statements and carefully designed administrative regulations do not just happen—they have to be thought through.

Unless proper precautions are taken, the internship can produce a morale problem. That unfortunate result occurs if the intern comes to be thought of by the other members of the staff as an interloper. He is considered as such if he in any degree is seen as a threat to their own chances of advancement.

The answer to the problem is careful preparatory planning with the staff. In those school systems where educational policy and administrative regulations are made cooperatively, school staffs have, almost without exception, endorsed the idea of the internship enthusiastically. One of the reasons is that when teachers see the program in its entirety, they see it helping them and offering them, too, a chance for professional advancement within the field of educational administration.

In school systems where the staff is not involved in planning and deciding, it should at least be thoroughly informed about the purposes, nature, and operation of the internship. For example, it helps greatly just letting the teachers know that the intern is a "student" and has no authority without specific delegation from his sponsoring administrator and that whenever such delegation is made, they will all know about it beforehand.

Throughout the whole internship program, planning is needed to develop desirable relationships. In some cases, the advent of the internship has meant improvement of the total morale level in the school system. No doubt in other cases where the human relationships were not so skillfully handled morale has lowered. Whether morale is lowered or enhanced depends upon the thoroughness and understanding with which the initiation and operation of the internship is conducted.

The Profession

The third of the five partners in the internship is the profession. Experience in other fields shows clearly that professionalization and professional education do not make significant advances until the practicing members of the profession take firm steps to bring about improvement. Those steps represent political action, in the best sense of the term. Those steps are taken through professional organizations which represent practitioners and theoreticians alike.

Before the advent of the Cooperative Program in Educational

Administration in 1950, practically nothing was done by the profession as a whole to promote the internship. Since that time a great deal has been done. Three publications of the American Association of School Administrators, the first of which appeared in 1957, the second in 1958, and the third in 1960, clearly state the position of the profession and indicate the direction of future developments. Let us examine the contribution each makes.

The first, "Studies in School Administration"¹⁴ is a report on the CPEA by Hollis A. Moore, Jr. In it, Moore traces the history of the CPEA as a major effort to remake a profession through widespread participation and with the aid of more than six and one-half million dollars of W. K. Kellogg Foundation funds. Between pages 79 and 82 he lists eight specific publications dealing with the internship in several of the CPEA centers. His aim in the document is strictly to report.

One year later, however, the Committee for the Advancement of Educational Administration of the A.A.S.A., published "Something to Steer By—35 Proposals For Better Preparation of School Administrators."¹⁵ This document constitutes the platform of the profession for political action in the future. Internships, and the basic reasons for internships, are referred to in several concise statements:

How the curriculum is to be constructed is the ultimate determination of all professional interests: the colleges, state authorities, practicing administrators, and school boards. It is to these four groups—and to the public at large—that we address the following statement from the Committee for the Advancement of School Administration.

(6) Local school systems will bear responsibility for the identification and development of future administrators. School districts will budget through regular means an amount adequate for such procedures as developmental leave, testing programs, local seminars, and released time for initial try-out performance of administrative duties.

(7) Practicing administrators have an obligation to identify and encourage good prospects for administrative training. Student admissions remains a responsibility of the college, in which process the administrator's evaluation should be used as a helpful factor.

¹⁴ Hollis A. Moore, Jr., *Studies in School Administration* (Washington, D.C.: A.A.S.A., 1957).

¹⁵ Committee for the Advancement of School Administration, *Something To Steer By* (Washington, D.C.: A.A.S.A., 1958).

(21) The chance for students to demonstrate skill in administration will somehow be a part of the preparation program; this should be in a situation the least artificial possible.

(22) Internships appear to be worthwhile experiences when properly supervised by the local administrator to whom the student is assigned; the content to be covered by the internship, however, will be clearly outlined and understood by all parties. Since the internship is essentially a learning experience, the student's observation of just *anything* is a haphazard approach.

(23) A substantial part of the time of many faculty members will be spent in local school systems, helping and guiding students in field work.

(32) A good training program will include at times practicing administrators as instructors and counselors.

(33) Local schools will help provide laboratory experiences for administration students who need try-out opportunities.

The third statement is the 38th (and final) Yearbook of the A.A.S.A. entitled *Professional Administrators for America's Schools*.¹⁶ In it there are no less than nineteen references to internships—all strongly supporting the idea. Here are a few samples:

The absence of internships and the sparsity of field experiences are alarming. (p. 64)

In the coming years an institution's willingness to undertake an internship program and to finance it at an appropriate level could well be the test of its existence. The internship is so important that it is the sine qua non of a modern program of preparation of educational administrators. If an institution cannot provide internship training, it should not be in the business of preparing educational administrators. (p. 82)

We have sketched here a preparation program which we believe is professional because it focuses not only on knowledge but on the behavior of the individual in the job for which he is being trained. For this reason we have said quite clearly that professional education is not a spectator sport—it must get the student out of the grandstand and onto the playing field under close and careful supervision. For this reason we anticipate an internship or apprenticeship and participation in a school survey as essential elements in a preparation program. (p. 283)

It scarcely seems possible that in the space of one decade—1950 to 1960—so drastic a change in the attitude and approach of the

¹⁶ American Association of School Administrators, *Professional Administrators for America's Schools*, 38th Yearbook (Washington, D.C.: The Association, 1960).

profession toward its professional schools could occur, but it has. The three publications previously cited clearly witness to the change. Two conclusions appear justified: first, the administrator of the future will have served an internship; and second, no professional school will be accredited that offers no internship. It will be *the profession* that wields the big stick.

The Intern

The fourth of the five partners in the internship is the intern himself. His role is that of a learner, of a student. He has a job for which he gets a salary, but his chief concern *must be to learn*. All through his internship year he must continually keep reminding himself that the primary justification for his expenditures of time and effort lies in his own professional self-development.

What qualifications are expected in an intern? Clearly he should possess all those attributes desired in an administrator except for finished skills of operation. Presumably his internship is intended to help develop those skills. While authorities do not agree in detail on the characteristics needed for administration, they do agree that a winning formula includes several basic personal factors, some knowledge about and skill in administration per se, and an adequate acquaintance with the field of application of that knowledge and skill—in this case, education.

The process, then, of intern identification and selection is one of looking for those personal qualities, plus a knowledge of the field of education, plus a sufficient command of the content and processes of administration—to the extent that they can be learned through courses and books. This means that ideally the intern brings with him all the personal qualifications one could hope for in an administrator, a generously wide acquaintance with the field of education, and a verbal command of much of the content and process of the task of the educational administrator. The skill development is a prime goal of the internship year.

Clearly intern selection is not a responsibility of the intern himself. That task falls upon the university and the sponsoring school system jointly. It is, however, a responsibility of the intern to carry out his assignments as diligently as possible once the selection has been made. The primary concern in this volume is for the environ-

mental arrangement which will permit him *to be* a student, a learner, in the internship.

The State

The fifth and final partner in the internship is the state. Thus far its participation has been minimal. In some cases it has been a negative influence because of its reluctance or refusal to permit an intern to receive a salary from the local school system. The reason often is based upon frustrative, minuscule technicalities. For example, a teacher in good standing in State A resigns his job and travels to State B for full-time study of educational administration in a recognized university. He is recommended for an internship in a local and willing school system. The state department of education, however, refuses to certify him either as a teacher or as a learning administrator because of the "irregularity" of the arrangement. This has happened more than once during the past decade.

Fortunately, the positive stand of the A.A.S.A. is having a salutary effect in the various states. States are now in the process of liberalizing their certification regulations to recognize the internship as a bona fide professional position entitled to remuneration from tax funds. New York State, as of July 1, 1961, requires an internship of the equivalent preparation program for all superintendents of schools. The next step, of course, is for all the states to write into their educational administration licensing laws the requirement that an internship be a part of the preparation program.

Conclusion

Internships do not just happen, they are planned and are carefully supervised. No one professor, university, or school system is going to be able to carry the whole burden. The task is a major one, demanding the best thinking, the most vigorous action, and the united support of the professional school, the local school system, the profession, the interns, and the state.

CHAPTER V

Effects of Internship Programs

What have been the effects of the internship in educational administration as a means of improving the professional preparation of prospective school administrators? Very few attempts have been made to this date to study the question comprehensively. The most extensive and detailed was conducted by Professor Clifford P. Hooker of the University of Pittsburgh for the Cooperative Program in Educational Administration, Middle Atlantic Region.¹ His study included eight universities in the region which had sponsored approximately 140 interns in 120 different field agencies. Since the few other attempts at appraisal of the internship produced results which agree with those of the CPEA-M.A.R. study, we present here the essence of their findings.

To make the question easier to handle, the investigators broke it down into five sub-questions:

1. What are the objectives of the internship in educational administration?
2. What has been the effect of the internship in educational administration on the intern?
3. What has been the effect of the internship in educational administration on the sponsoring field agencies?
4. What has been the effect of the internship in educational administration on the cooperating universities?
5. What administrative practices of field agencies have proved to be the most satisfactory?

Let us now look at the evidence and the conclusions resulting from asking each of the five questions.

Objectives of the Internship

With the spread of the acceptance of the internship idea has come a multiplication of objectives. The sole purpose of the earlier pro-

¹ CPEA-M.A.R., "Appraisal of the Internship in Educational Administration," ed. Clifford P. Hooker (New York: Teachers College, Columbia University, 1958).

grams was the development of the intern. More recently it has become clear that benefits accrue as well to the university, the sponsoring administrator, and the field agency. Because the profession and the state are both recognizing the rewards to be gained from the internship, wider recognition of the mutual benefit and responsibility is creating a five-way concept of the internship in educational administration.

The final list of objectives (Table 4) and the degree of importance assigned to each is based upon responses from 310 people, including 140 post-interns, 120 administrators who had sponsored interns, and 50 college professors.

The foregoing data suggest several conclusions:

1. The development of the intern is still the central purpose.
2. A feeling of obligation to assist in preparing administrators was high among those participating.
3. The internship provides an opportunity to test the professional school program against the stern realities of the field.
4. The usefulness of the internship in helping the intern develop a sense of professional ethics is open to some question.
5. Sponsoring administrators do not appear to be receiving much help from the university staffs.
6. The internship is not seen widely as a means of "evaluating administrative ability."
7. None of the objectives appears too unimportant.

Effects upon the Intern

Post-interns rate the value of the internship experience very high. That is the outstanding conclusion based upon responses from 89 out of 140 interns who had been sponsored by the University of Buffalo, The University of Pittsburgh, Duke University, New York University, Syracuse University, Penn State University, the University of Maryland, and Teachers College, Columbia University.

Over 66 per cent of the group reported that the internship had been of "much value" to them. Less than 3 per cent rated the experience of "little or no value." The detailed data are shown in Table 5.

The following generalizations appear to be justified by the data:

1. The "typical intern" as indicated by the *average* figures above had 38.5 per cent of the 107 administrative experiences listed in the questionnaire sent out.

TABLE 4
RATINGS ASSIGNED TO OBJECTIVES OF INTERNSHIP IN
EDUCATION ADMINISTRATION²

OBJECTIVE	PERCENTAGE OF RESPONDENTS RATING OBJECTIVES		
	U*	I*	V*
<i>Relative to Intern:</i>			
To develop a more comprehensive view of educational administration	2.7%	29.0%	68.3%
To provide the intern with experience of carrying real administrative responsibility	4.9	26.9	68.2
To enable the intern to benefit from lessons learned by sponsoring administrator from long experience	4.9	40.1	55.0
To provide a testing ground for the beginning administrator	15.3	56.9	27.8
To instill in the intern correct interpretations of a code of professional ethics	30.2	52.2	17.6
<i>Relative to Sponsoring Administrator:</i>			
To provide opportunity for administrator and field agency to fulfill their professional obligation of sharing in preparation of prospective administrators	13.1	51.0	34.9
To provide the administrator with professional counsel from the staff of the sponsoring university	39.0	49.4	11.6
To provide additional services for the sponsoring field agency	24.7	60.5	14.8
To stimulate growth on the part of the sponsoring administrator	29.6	56.5	13.9
To provide a means for evaluating administrative ability in prospective administrators	32.9	54.3	12.8
<i>Relative to Cooperating University:</i>			
To test the training program of the university against reality in the field and thus improve preparatory programs for prospective administrators	15.3	49.4	35.3
To stimulate interaction of university and school districts in the area	23.0	56.0	21.0
To encourage in-service development of professors of educational administration	31.8	42.2	26.0

² *Ibid.*

- U—Unimportant
- I—Important
- V—Very Important

TABLE 5

EVALUATION OF INTERNSHIP EXPERIENCES IN MAJOR AREAS OF ADMINISTRATION³

AREA	PROVIDED EXPERIENCE		NATURE OF EXPERIENCE		VALUE JUDGMENT		
	<i>Yes</i>	<i>No</i>	<i>Old</i>	<i>New</i>	<i>Little or No Value</i>	<i>Some Value</i>	<i>Much Value</i>
Instruction:							
Post-intern	54.4%	45.6%	44.8%	54.3%	0.6%	27.1%	70.9%
Administrator	57.0	43.0	—	—	3.5	42.3	54.3
Personnel							
Administration:							
Post-intern	36.3	63.7	37.6	61.9	2.8	30.7	65.2
Administrator	35.9	64.1	—	—	3.4	41.6	54.7
Finance:							
Post-intern	40.9	59.1	20.0	78.8	2.8	26.0	70.3
Administrator	36.1	63.9	—	—	1.6	42.7	55.3
Business							
Management:							
Post-intern	37.8	62.2	23.5	75.9	6.3	32.7	61.0
Administrator	31.2	68.8	—	—	2.1	43.9	52.7
School Plant:							
Post-intern	32.5	67.5	19.4	77.9	0.2	31.6	65.9
Administrator	25.8	74.2	—	—	2.7	39.5	57.8
Community							
Relations:							
Post-intern	41.2	58.8	48.0	51.8	2.7	25.3	72.0
Administrator	42.8	57.2	—	—	2.5	40.0	57.0
Auxiliary							
Services:							
Post-intern	25.2	74.8	26.7	74.2	6.2	39.8	54.0
Administrator	21.1	78.9	—	—	3.3	47.7	47.3
School Board							
Relations:							
Post-intern	37.8	62.2	26.2	73.3	0.5	16.8	82.7
Administrator	32.9	67.1	—	—	1.3	31.3	65.3
Average:							
Post-intern	38.5	61.5	34.1	65.0	2.8	29.4	66.9
Administrator	35.5	64.5	—	—	2.5	41.8	55.0

³ *Ibid.*

2. Sixty-five percent of the experiences he had while serving the internship were new to him.
3. Interns rated the "value" of each experience to them much higher than did the sponsoring administrators. The difference probably results from the disparity in their respective experience backgrounds. Because the interns had had almost no practice beforehand in several of the areas, they tended to rate their "new" experiences of "much value."
4. The greatest extent of "newness" lay in the areas of finance, school business management, school plant, auxiliary services, and school board relations.
5. The overwhelming judgment of both interns and administrators was that the internship experience had been of value.

Another and substantial effect upon the interns lies in the success they have had in securing administrative positions. Over half of the post-interns had been classroom teachers prior to their internship; almost half of these went to positions outside the classroom after the internship; and the post-interns' median salary increased over \$1000.

Those who returned to the classroom did so for a variety of reasons: lack of certification for an administrative post; no administrative position available in the locality of their choice; necessity to return to former positions for at least one year following sabbatical leave. Some who went on to college teaching were grouped with classroom teachers by the investigators. An additional small number either did not feel ready for administrative work or, because of the internship experience, no longer desired to seek a career in administration.

Eleven of the post-interns answered this question in detail: What *major* contribution did your internship make toward your own professional understanding and growth? The respondents, who had interned with superintendents, state education department administrators, a magazine publisher, and school business managers, reported the following major outcomes of their internships:⁴

1. An appreciation of the value of research.
2. An insight into the functional responsibilities of a state department of education.
3. An understanding of the value of the community conference.

⁴ Richard Wynn, "After the Internship Is Over," *School Executive*, 77 (May 1958), pp. 80-82.

4. A view of the various levels of administration.
5. An insight into the role of the principal.
6. The development of personal assurance.
7. A broader grasp of public-school relations.
8. Practice in personnel recruitment.
9. The meaning of instructional improvement.
10. A view of boards of education at work.
11. A knowledge of how a new concept in education can be added to a school's curriculum.

Effects upon the Sponsoring Administrator and Field Agency

Over-all, administrators in the Middle Atlantic Region who joined in the evaluative study (95) were about equally divided as to whether the interns had been of much help. Here are the basic data:

TABLE 6

ADMINISTRATORS' APPRAISAL OF DEGREE TO WHICH INTERNS PROVIDED SERVICES
IN VARIOUS AREAS OF EDUCATIONAL ADMINISTRATION

AREA	NUMBER OF ADMINISTRATORS RESPONDING TO EACH SCALE VALUE*				
	5	4	3	2	1
Philosophy and policy making	6	20	37	32	—
Local board of education	4	9	12	69	1
Office functions	5	15	25	50	—
Staff personnel	6	17	23	49	—
Pupil personnel and guidance	5	14	33	43	—
Instruction	6	20	33	36	—
School plant—new construction	5	7	12	71	—
School plant—existing structures	5	8	19	63	—
Business administration and finance	5	9	25	56	—
School-community relations	7	16	29	43	—
Coördinate activities and auxiliary services	5	9	22	59	—

* 5—great; 4—medium; 3—some; 2—none; 1—detrimental.

It is apparent from the data in the preceding table that:

1. An average of 52 of the 95 administrators felt that the interns had been of no significant service to the school systems.
2. The greatest degree of service occurred in the areas of philosophy and policy making, instruction, and school-community relations.

3. The least degree of service occurred in the areas of school plant—new construction, board of education, school plant—existing structures, and coordinate activities.

4. Only one respondent felt that the internship had been detrimental in any way.

Supplementary details in each of the areas of educational administration as offered by the investigators help point the way to realistic expectations about the productivity of the intern. Here is a list of ways in which interns *did* supply service, according to the replying administrators:

Philosophy and policy making:

They helped in surveying the community.

They helped in relating the school's philosophy to the curriculum.

They helped in formulating administrative policy.

Local Board of Education:

They helped in keeping the board informed.

They helped to clarify rules and regulations.

Office functions:

They helped in maintaining filing systems.

They helped in assigning clerical duties.

They helped in preparing administrative bulletins.

Staff personnel:

They helped orient new members of the staff.

They studied teacher load.

They worked on projects designed to improve teacher welfare.

They helped to provide in-service training for teachers.

They helped in evaluating teacher efficiency.

Pupil personnel and guidance:

They helped in studying class size.

They participated in studying pupil classification and grouping.

They aided in evaluating promotional policies.

They studied the guidance program.

They helped in adopting or in improving testing programs.

They helped in improving or developing pupil records.

They helped in developing a policy toward discipline.

Instruction:

They provided leadership at staff meetings.

They helped in defining the scope and aims of the curriculum.

They supervised new teachers.

- They coordinated curriculum specialists.
- They administered extra-curricular activities.
- They developed plans for the selection and use of instructional supplies and equipment.
- They helped select and instruct in the the use of new audio-visual aids.

School plant—new construction:

- They studied building needs.
- They developed schedules for use of rooms and equipment.

School plant—existing structures:

- They studied and made recommendations about the utilization of buildings.

Business administration and finance:

- They helped prepare the budget.
- They inventoried school supplies and equipment.

School—community relations:

- They worked with parent-teacher groups.
- They improved relations with local newspapers.
- They studied and reported on student activities and projects.
- They made addresses before various groups.
- They arranged school exhibits.
- They arranged publicity programs.
- They prepared communications for parents.
- They represented the schools in cooperating with community agencies.
- They prepared special school notices.
- They worked with lay advisory groups.

Coordinate activities and auxiliary services:

- They helped administer pupil attendance.
- They helped in locating pupil population.

Sponsoring administrators do value the internship as a means of identifying administrative ability, especially in screening members of their own staffs for administrative positions.

The administrators also gave considerable credit to the presence of interns for their having furthered their own professional education. Few of them were stimulated to take more courses, but they felt that the closer relations with the university were beneficial. Fewer than one-third of the sponsoring administrators believed that

the university staff had provided consultant services to them while they were supervising the activities of interns.

Effects upon the Universities

The internship was added as a course of study in seven of the eight universities in the Middle Atlantic Region. It did not replace any other course. That neither the course of study nor the sequence of courses was altered at any of the universities suggests that as of yet the internship is not wholly accepted by the university staffs as a full-fledged partner in the preparation program. One gets the idea that the internship is more tolerated than respected as an instructional device.

The internship in and of itself has not meant any additions to the faculties. Where additions have been made, the new professors have been given other duties as well. In half of the universities the professors put in charge of the internship have had no reduction in teaching load. In the others, where the coordinator has been given a reduced teaching load, the time allotted to the internship ranges from 75 per cent to 16 per cent of a normal load.

The professor-coordinators have been the chief contributors to the literature on the internship. Their interest is reflected not only in their articles and pamphlets. It also shows up in the amount of time they spend in the field visiting school systems and other educational agencies. They agree that because of the internship they are in closer touch with the practical aspects of school administration. Internship seminars meet regularly at four of the universities, giving the coordinator additional contacts with the problems faced by the interns and also taking up more of his time. Only half of the universities make financial provision for the supervising professor.

Placement of the intern continues to be a pressing problem. It is felt that improved selection procedures and longer internships would improve the situation. At present, selection of an intern is based primarily upon the willingness of a sponsor to accept him. "Promotion from within" policies and fear of lowering staff morale resulting from placing an "outside" intern prevent sponsorship very often. Cooperative selection of interns, with the administrators taking the primary responsibility for recognizing men of leadership potential on their own staff, offers promise of improvement.

Finally, the most rewarding effect upon the universities has been the weaving of closer ties between them and the sponsoring field agencies. The coordinators at all of the universities maintain direct contact with the school systems in both formal and informal relationships. These relationships are mutually beneficial.

The Most Satisfactory Administrative Practices of Field Agencies

Here is a listing of the practices judged most satisfactory by a majority of the 96 interns, 68 sponsoring administrators, and 10 university professors who responded in the questionnaire study:⁵

1. It may not be possible to identify a "best" practice that will fit all field situations.
2. Post-interns, coordinators of interns, and sponsoring administrators all agree that interns should be selected cooperatively, according to good personnel procedure, by the university and school system involved.
3. Specific budgetary provision is desirable as a means for paying an intern's salary.
4. Relating the intern's salary to the teacher salary scale was the second most desirable means, according to the respondents.
5. The university should recommend more than one intern to the sponsoring agency, and the intern who is selected should be given a written contract similar to the one used in employing teachers.
6. The intern's activities are best planned (91 per cent of the post-interns thought so) by a combination of persons including the sponsoring administrator and the university coordinator.
7. Full-time internships were rated overwhelmingly as most desirable by the sponsoring administrators, the interns, and the university coordinators.
8. A school year or a calendar year is the recommended length of the internship.
9. Interns, cooperating administrators, and coordinators of interns agree that from three to five conferences each semester are "most satisfactory."
10. Providing a salary for the intern contributes toward better supervision of the intern by the sponsoring agency and usually leads to better delegation of real administrative authority and responsibility to him.
11. A staff title should be given every intern in educational administration. While some authorities have argued against using the word "intern" in the title, the majority of interns, field sponsors, and university coordinators surveyed preferred including it.

⁵ Hooker, *op. cit.*

12. Private office facilities for interns are most desirable. The second most desirable arrangement is for the intern to share an office with his sponsor. In this latter relationship, however, he is sometimes limited in the freedom he may feel as he assumes greater amounts of responsibility.

13. Secretarial help should be available to the intern whenever he needs it.

14. Attendance at board meetings will enhance his over-all feeling for the agency. This activity should be required of all interns, regardless of their fields of specialization or their specific vocational goals.

15. The plan for evaluation will need to include a statement of the intern's objectives and techniques for measuring his growth toward attaining them.

16. Evaluation should be continuous, and should involve the intern, the sponsoring administrator, and the coordinator.

17. Written records and reports by both the sponsoring administrators and the interns is highly recommended.

CHAPTER VI

Summary and Predictions

The evidence overwhelmingly supports the idea of the administrative internship. Nevertheless, a number of weak spots need attention and strengthening:

Can the universities giving professional training in educational administration be persuaded to take the internship idea seriously? More than a token addition to the college catalogue is needed. Does the internship deserve the same respect accorded a course in, say, finance? That such is not the case now is amply demonstrated by the enrollment statistics. Compared with the total number of students majoring in educational administration in the professional schools of the country, the number serving internships is microscopic.

Taking the internship idea seriously means (a) requiring it of all majors in educational administration, (b) staffing the program adequately, (c) providing the needed dollars for support, (d) experimenting with effective internship learning activities, and (e) developing far more effective evaluative techniques.

Can we allow interns to serve under administrators who have nothing to teach them? The problem here is the development and enforcement of criteria for the selection of field agencies. Should an intern be required to serve in a school system whose administrator and administrative practices are antiquated? Can it be made an honor to be selected as a sponsoring administrator and thus stimulate all administrators to make themselves eligible? It appears that the responsibility here is jointly one for the university and for the profession as a whole. The university can control appointments to its faculty, and the profession can set standards for local school systems that may wish to participate in the internship program. Other professions have done just this.

Can we agree on the definition of "internship" and hold it to a high level of operation? If internship is to be a terminal activity in a two-year minimum of professional preparation beyond the bache-

lor's degree, then let it not be confused with apprentice-type activities or mere observational assignments. If internship is to simulate as closely as possible the new job the student hopes shortly to hold, then really make it a simulated situation. That this has not yet become a reality is indicated by statistics showing that fewer than half of the interns had any secretarial help, that few of them worked with boards of education, and that many of them got pinned down to routine, clerical-like tasks. That they have not regularly provided high-level service (as the sponsoring administrators attested) may be mostly due to the scarcity of opportunities they had to do so.

Will the profession police the needed standards? There is hope here. The efforts of the National Commission for Accrediting Teacher Education (N.C.A.T.E.) are encouraging. The Commission is energetically visiting campuses and applying an experimental accrediting instrument. If its efforts can survive the shrieks of anguish from the institutions rejected, we may see a big spurt in the professionalization of school administration—and that includes internship as a necessary part of the preparation program.

Will the fifty states give legal status to the internship? When and if they do, the victory for the internship approach will be won. Two paths are open. The first, now largely outmoded, is to set up the internship as one of the requirements for state licensing and to have each candidate's record scrutinized by an official in the state education department before the issuance of the license. The newer, and more approved way, is for the state education department to "certify" each accredited institution's preparation program and then to authorize the institution to issue a license to its approved graduates. In this case, the state would not certify a preparation program which did not require the internship of all students majoring in educational administration.

Can all parties involved work out and execute a plan for adequate financing of the internship? One real test of our collective intent will be the adequacy of the financial support given the internship. There is little meaning to pamphlets proudly proclaiming the internship, catalogues listing internship opportunities, professors writing articles endorsing the internship in theory and in limited practice, and resolutions of the profession in national conclave, unless somebody pays the bill.

Here is the story of the internship in educational administration. In an amazingly short period of years the idea has spread nationally and has won the support of the profession. Now comes the stage of strengthening, of incorporating the system into the program of preparation for educational administration.

A Proposed Action Program

To establish the internship in educational administration firmly and soundly as a part of the preparation program in a university, positive action is needed along the following lines:

1. *By official action make a year's internship a requirement* as part of post-master's degree programs in elementary, secondary, and general school administration. Print that statement in the school's catalogue, and in other appropriate bulletins. Provide for an "equivalency" to the internship during the transition to the new program.

2. Invite a group of "acceptable" school systems to affiliate with the university by becoming field laboratories for the training of school administrators. Each affiliation agreement would be in writing and would automatically renew itself annually unless specifically cancelled by the school system or by the university. Each agreement would include the invitation from the university and a letter of acceptance by official action of the board of education. Should agencies other than school systems be needed as laboratories, similar action would be taken.

3. Each affiliation agreement would indicate acceptance by both parties of a Statement of Responsibilities to be assumed by each party:

A. By the university:

- (1) To plan for, direct, and seek continuous improvement in the internship program as a whole.
- (2) To invite representatives of the affiliated school systems to share annually in reviewing the effectiveness of the internship program and to recommend improvements as needed.
- (3) To appoint each sponsoring administrator as an *intern tutor*. That rank would have faculty status as far as the interns were concerned.

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- (4) To print the names of the affiliated school systems and the names of the intern tutors in the university catalogue.
- (5) To seek, with the advice and appropriate aid of the intern tutors, excellent candidates from anywhere in the United States for the internship positions. Such candidates would be identified at least six months in advance of their scheduled date for beginning the internship.
- (6) To provide for the supervision of the internship in two ways: (a) general supervision by a high status professor of the department of educational administration or equivalent unit, and (b) specific supervision by specialists of the faculty according to the vocational goal of each intern. That is, interns in elementary school administration would be supervised by the professor or professors who specialized in that field, and so on.

B. By each affiliated school system:

- (1) To employ at least one intern annually. The intern may be selected either from within the school system or from those identified by the university in its country-wide search. In either case, the intern must be acceptable both to the affiliated school system and to the university as a student of educational administration.
- (2) To cooperate with the university in arranging each intern's assignment to encourage his greatest professional growth in administration.
- (3) To give each intern suitable status by assigning him a title, appropriate authority and responsibility, and—so far as is possible—a fitting office or work space and a job description which stresses opportunities for professional growth.
- (4) To pay the intern:
 - (a) in elementary or secondary school administration, between \$4,000 and \$6,000 for the regular school term.

- (b) in general administration, between \$5,000 and \$7,000 for the regular school term.
- (c) an extra month's stipend at the same rate for each month served in addition to the regular school term.

The above amounts should allow for adjustments to local financial conditions and salary schedules.

- (5) To place each intern under the direct tutorship of an administrator in the field of specialization of the intern.
 - (6) To direct each administrator serving as an intern tutor to cooperate with the university in directing, supervising, and evaluating the performance of his student.
4. An "acceptable" school system would be defined as one which (1) would be willing to accept the Statement of Responsibilities discussed above, (2) would be accredited, and (3) whose proposed *intern tutors* would be acceptable to the university as staff members.



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MEDICINE

"Hospital Crisis: Problem of Foreign Interns—Interview with Dr. W. C. Rappleye," *U.S. News and World Report*, 47 (November 30, 1959), pp. 45-47. Nearly one in every four interns and resident physicians in the U.S. hospitals is foreign born. There are approximately 8,300 foreign interns and physicians—mostly from the Philippines and Mexico—employed in 800 of the 1400 hospitals approved for intern and residency training. Many of these interns have graduated from "diploma mills" and hence are unprepared to perform an internship effectively. Since 1957 the Educational Council for Foreign Medical Graduates has been giving foreign-trained doctors examinations equivalent to those taken by U.S. medical students. Before a foreign doctor takes the exam, which is given in English, he must take a period of training in English.

Dr. Rappleye, Dean Emeritus of Columbia University, states that many U.S. hospitals use foreign interns as a cheap source of labor since fewer doctors are prepared in the United States than are needed. He suggests (1) that a screening process be used to select and train only the better qualified interns, and (2) that only hospitals equipped to give high-level internship training be allowed to do so.

"Intern," *Today's Health*, 30 (May 1952), pp. 32-34. Dr. Lord, a typical intern at City Hospital in St. Louis, works 10 to 12 hours each day. He checks the condition of those who have had surgical operations, studies X-ray pictures, makes blood counts and urinalyses, keeps charts and records on treatment, attends conferences, catches up on necessary reading, and relaxes occasionally.

Requirements for the internship are (1) three or four years of premedical college; (2) four years of medical school; (3) expenditure of \$13,000 for medical school expenses alone.

Most hospitals provide the intern with room, board, and a stipend of \$25 to \$100 a month.

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The following factors were associated to a marked degree with rapidity of rise in the federal service: (1) leadership in undergraduate extra-curricular activities; (2) degree of expressed interest in a career in public affairs prior to beginning such a career; (3) educational director's rating of success and promise demonstrated during the internship; (4) high over-all rating by government supervisors while serving the internship, with particular reference to the qualities of "originality" and "cooperativeness"; (5) post-internship employment experience in (a) over-all administration, (b) economic and program research, and (c) budgeting and fiscal administration; (6) full-time graduate study; (7) expressed job satisfaction.

The following factors were associated with rapidity of rise but to a lesser degree: (1) membership in such national honor societies as Phi Beta Kappa, Phi Kappa Phi, and Pi Gamma Mu; (2) extent of participation in extra-curricular activities as an undergraduate; (3) college major in political science; and (4) graduation from a small private university rather than from a liberal arts college.

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A management intern is expected to develop (1) a broader knowledge of, and increased ability to serve, the functions of government; (2) a broadened knowledge of the function and organization of his agency; (3) a broader knowledge of an increased capacity to use the

processes of management; (4) a clearer knowledge of himself and increased capacity for self-direction; (5) more systematic thinking processes and more effective personal relationship; and (6) a deliberately formulated philosophy of management.

An intern is selected by his employing agency from the list of those who passed the written examinations. The intern should be judged to (1) have a high order of general intelligence; (2) be disposed to make active and resourceful attacks on problems; (3) make regular use of problem-solving methods; (4) be able to work with others effectively; (5) have an expanding set of interests and an inquiring, alert mind; (6) be able to be objective about oneself; (7) have a sense of purpose regarding career goals; and (8) possess a positive attitude toward public service as a career.

The components of an intern's program are (1) a two-week orientation period which provides a survey of the elements of management and public administration; (2) counseling—The intern and his advisor develop a program of activities based on knowledge gained during the orientation period; (3) psychological testing—This phase provides further knowledge about the intern which may be used in the counseling process; (4) statement of career objectives—The intern provides an autobiographical review of his career from which information of his assets and needs may be synthesized; (5) academic courses—Each intern is required to take a three-hour course at George Washington University or American University, plus a seminar course; (6) seminars—These are held periodically after the orientation period to discuss problems, to review data, to practice learned skills, to evolve new ways of attacking problems, and so forth; (7) progressive work assignments and performance evaluation—The general purposes of progressive work assignments for interns are to develop perspective in the field of management, to increase insight into its functions and methods, and to give the interns an opportunity to try out, under favorable circumstances, a new and larger professional or administrative role. Evaluation is made after the assignment, and it is made by the person who had closest supervision over the work assignment; (8) progress reports—These indicate the insights learned, the activities engaged in during the period reported, the comments made about the program, and plans for future months; (9) project and project thesis—This is a systematic presentation of an original contribution to better management, and it must be reflected in a comprehensive study; (10) close-out activities—This part of the program is devoted to a review, summary, and evaluation of the experiences of the entire program.

The post-intern program considerations are (1) certification—The intern's employing agency is notified of his successful completion of the internship; (2) accreditation—The intern may secure credit with the Civil Service Commission for purposes of promotion or reassignment; (3) utilization and follow-up—The intern should be used in a constructive way. A follow-up letter should check on the use to which the intern is putting his skills.

The appendix contains the following charts, forms, and information:

(1) an outline of a general nature which explains the program; (2) an outline of the activities in the orientation period; (3) an "Evaluation of Performance" form; (4) an evaluation questionnaire for the graduate of the program; (5) a sample copy of the management intern's schedule; (6) a form listing the duties of the agency advisors; (7) a form listing the principles of internship training in the federal service; (8) a list of pamphlets in the personnel management series and in the personnel methods series.

Youmans, E. Grant, "Federal Management Intern Career Programs," *Public Personnel Review*, No. 2 (1956), p. 17. Youmans mailed questionnaires to federal service post-interns to ascertain information about career mobility, career expectations, and career satisfactions.

Data on career mobility of interns are: (1) Both men and women in post-intern status have moved from the lower status and the lower-paid positions to the higher ones in the federal hierarchy. (2) Men started their careers at slightly higher grades than did the women. (3) Men moved up in the hierarchy at a slightly faster rate. (4) A greater proportion of the men than the women achieved the higher grades in the federal service. (5) The rate of advancement was approximately one grade per year at the lower grades and one-half grade per year at the higher grades. (6) A college degree enabled the intern to start his federal career at a slightly higher grade, but it was of no special advantage in moving upward. (7) The kind of formal education received was significantly related to upward mobility. Those who majored in public administration achieved slightly higher grades than others. (8) Social origins and backgrounds and personal and intellectual characteristics did not appreciably relate to career mobility in the federal system.

LOCAL GOVERNMENT

"Phoenix Trains City Administrators," *American City*, 75 (May 1960), p. 41. Phoenix has had an administrative internship program for eleven years. Three 12-month internships are available for the current year.

Candidate qualifications are (1) that the intern must be interested in a career in city management, and (2) that the intern must have completed all required courses for a Master's Degree in Government Management, Business Administration, Public Administration, Engineering or similar curricula. Selected interns receive \$350 per month.

Job characteristics of the internship are: (1) The intern is assigned to the Division of Research and Budget in the Finance Department. (2) The intern is supervised by administrative analysts and the city manager. (3) The intern attends all staff meetings and has contact with various department heads. (4) The intern does research in government, administrative procedures, work methods, and so forth. (5) The intern participates in long-range planning, administrative reporting, budget preparation, and so forth.

The 29 interns to date have come from various universities. Only two have left the field of government to go into private industry.

APPENDIX

Sample Announcement of Internship Program

Dr. John Jones
Superintendent of Schools
Patchinack, New York

Dear Dr. Jones:

As you know, we in the Department of Educational Administration have been taking a careful look at our Internship program and have a proposal to make which we hope will be favorably received. We are anxious to have affiliated with us high-quality school systems like yours where there is excellent leadership.

You will note from the accompanying material that we want to make this program one of high quality and are gearing it to what we are calling an S-Y-S experience—summer session study followed by a year of internship, followed by a summer session at State College. In view of the necessity for us to recruit topflight candidates, we are proposing an arrangement which implies earlier decisions than has been the case in the past.

We would like to urge your continued cooperation with us in this important business of preparing young men and women for effective service in school administration. Since our state now requires an internship experience for certification, there is no other way of supplying administrative talent for our public schools than through the internship approach. Hence, we urge your serious consideration of our proposal.

The "Statement of Mutual Responsibilities" is an attempt to outline how each part would function when an intern is employed. The longer document we hope to develop into a brochure and distribute to superintendents and principals in the metropolitan area.

May we hear from you soon.

Cordially,

Roger E. Smith, Head
Department of Educational
Administration
State College

S-Y-S

A New Sixth-Year Preparation Program
in Educational Administration

To serve persons with a master's degree or equivalent in educational administration from any accredited institution, State College offers a new sixth-year program designed to prepare students for licensure in educational administration. The new program, different in several respects from State's other sixth-year programs, will be known as the S-Y-S, or Summer-Year-Summer, Program.

Scheduled to begin in the 1962-1963 academic year at State College, the new program will make the *internship* a central feature of the learning sequence. A number of excellent school systems will work cooperatively with State College to help assure the maximum effectiveness in the internship experience for each student.

The S-Y-S Program has evolved out of more than a decade of experimentation with ways to prepare administrators, including the use of the internship, at State College. The new program exceeds the minimum standards adopted by national organizations such as the American Association of School Administrators and by an increasing number of states.

Overview of the S-Y-S Program

The S-Y-S Program will normally include:

1. *A preparatory summer session at State College.* During the first summer each student will be entered in a program of study designed to acquaint him with the Department of Educational Administration's staff, and to round out his professional background in preparation for the coming internship.

His program for the normal six-weeks summer session will be made up on consultation with his advisor, and will customarily include 8 points of work.

In the August intersession *immediately preceding his internship year*, he will be required to enroll in a fieldwork seminar carrying 2 points of credit. In the seminar each student will work through a variety of experiences including: (a) simulated situation materials; (b) year-long planning for the internship; (c) review of means for evaluating his progress; (d) reviews of recent compre-

hensive school surveys to learn how to acquaint himself as quickly and effectively as possible with his field situation.

2. *A year's study and practice built around an internship in a neighboring school system.* During the academic year each student will be entered in a program built around the internship.

A weekly three-hour seminar will coordinate the field and learning experiences of the interns. The intern supervisor will chair the seminar and seek assistance as he sees fit from the field sponsor, the professors of the Department, and from other persons as needed. (3-4 points per semester)

Students will be enrolled in other courses as needed and as advised to meet program requirements. Professors within the Department will, where appropriate, allow and encourage the interns who may be enrolled in their courses to relate their term papers, special assignments, and other kinds of enrichment activities to problems of the field agency in which they are interning.

3. *A second summer session at the College.* During the second summer, each student will be enrolled in a program which will, according to the judgment of his advisor, best serve his needs for a well-rounded professional preparation and for licensure. (0-8 points)

Although a second summer is the normally expected sequence, adaptations will be made in the light of special student needs.

Total credits for the S-Y-S Program: 32 to 48

The Internship as "Campus" Instruction

The internship experience is an extension of campus instruction. The plan thus provides for:

1. Making the field sponsors honorary members of the instructional staff of the Department who will both direct the intern's activities in the field and at times give a limited amount of instruction in the internship seminar.

2. Keeping in close touch with the intern's progress through direct field supervision of the intern by both the general intern supervisor and, where needed, by other professors of the Department according to their relevant specialties.

3. Relating the field and campus experiences of the interns where appropriate to field problems encountered.

4. Encouraging the interns to tap the resources of the university for the benefit of their employing agencies.

5. Dividing the intern's time between the field agency and the campus to enable him to maintain a close working relationship with several professors throughout the year.

Advantages to the Candidate

By successfully completing the S-Y-S Program, each candidate will have:

1. Completed a sixth year preparation program as specified by the American Association of School Administrators for the superintendency and by the licensure requirements of an increasing number of states for all administrative positions.

2. Served an internship as specified by those same agencies for all administrative positions.

3. Earned a Professional Diploma attesting to his having completed two years (by including credit for his master's degree work) of preparation in educational administration.

4. Earned a substantial part of the cost of his year of advanced study.

5. Placed himself in an excellent competitive position in the search for a good job!

Advantages to the School System

By employing an intern, each affiliated school system benefits in several ways:

1. For less than the full salary which the intern might otherwise command, each school system gets the enthusiastic and concentrated service of a mature, experienced teacher who already will have had professional instruction in educational administration at least equivalent to a master's degree, and who is judged to have excellent prospects as an administrator.

2. The school system secures additional administrative assistance to supplement the work which the regular staff can do.

3. The intern often brings to the faculty and other staff new insights and research findings which have a bearing upon local problems.

4. The field sponsor himself profits professionally:

A. By guiding the intern.

B. By appearing from time to time in the intern seminar at State College.

- C. By his contacts with the professors of the Department of Educational Administration.
- D. By his helping the intern identify school system problems deserving special study in connection with the intern's course commitments at State College.

What Does an Intern Do?

Here are some examples:

1. Offers general assistance to superintendent, principals, and other administrative officers.
2. Helps make community surveys and population studies for building programs.
3. Surveys buildings to evaluate and improve maintenance programs.
4. Works with local organizations on educational problems.
5. Prepares publicity materials, annual reports, and other publications.
6. Helps conduct professional development programs for the staff.
7. Plans purchasing and distribution programs for supplies and equipment.
8. Assists in the preparation of salary studies.
9. Coordinates work on budget preparation.
10. Assists in administering adult education programs.

Student Eligibility

To be eligible for the S-Y-S Program, a student must qualify in several ways. He must:

1. Have a master's degree, or the equivalent, in educational administration. The work may be done either at State College or at some other approved, accredited institution.
2. Be acceptable as a major in the Department of Educational Administration at State College at the post-master's degree level according to criteria of acceptability currently in force.
3. Be acceptable as an intern in a school system or other agency affiliated with State College.

4. Have had sufficient appropriate experience to qualify the candidate at the conclusion of the S-Y-S Program for licensure in the state(s) where he will be seeking employment.
5. Be willing to devote full-time to the program.

Statement of Mutual Responsibilities

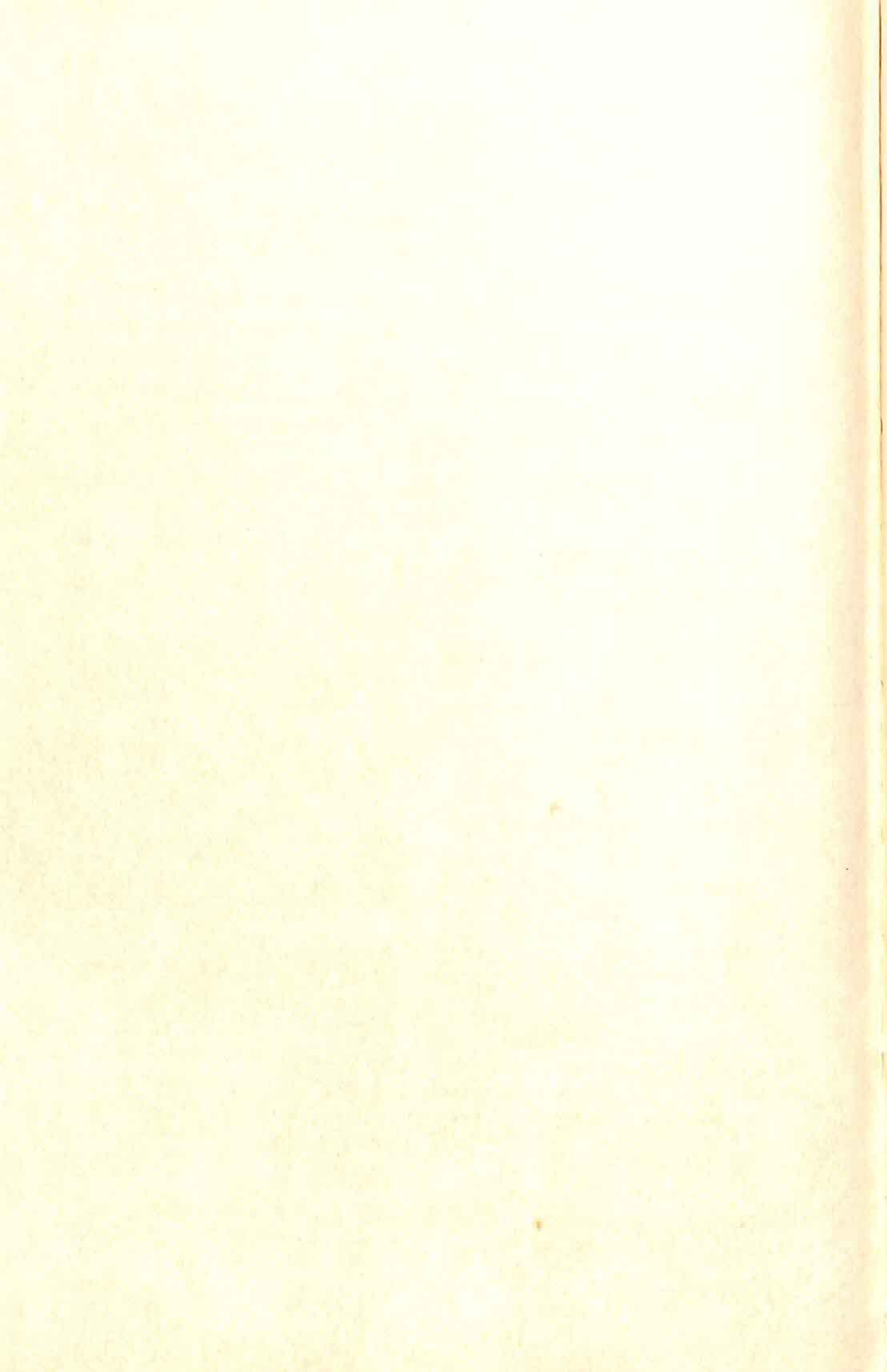
State College Responsibilities:

1. To plan for, direct, and seek continuous improvement in the program as a whole, including the internship.
2. To invite representatives of the affiliated school systems to share annually in reviewing the effectiveness of the internship program, and to recommend improvements as needed.
3. To appoint each sponsoring administrator as an honorary Associate in the Department of Administration.
4. To print the names of the affiliated school systems and the names of the Associates in the State College *Announcement* annually so long as the agreement is in force.
5. To seek, with the advice and appropriate aid of the Associates, excellent candidates from anywhere in the United States for the internship positions. The local school system is, of course, to be included in the search. It is hoped that candidates will be identified at least six months in advance of their scheduled date for beginning the internship.
6. To conduct the S-Y-S Program and the internship as detailed in the accompanying brochure.

School System Responsibilities:

1. To employ and train at least one intern annually in a position similar to that for which he is preparing.
2. To give State College notice of intent to employ an intern as far as possible in advance of the beginning date of employment. *Long-term commitments, of six months or more*, by a local district are highly desirable. Thereby a more careful search for and better matching of intern candidates to local conditions is possible.
3. To pay the intern for services rendered. The following methods have proven satisfactory:
 - A. Annual salary on the local guide according to the intern's training and experience.

- B. Annual salary of a beginning teacher in the employing school system.
 - C. Daily substitute teacher's salary for each day the intern is on the job.
 - D. Some agreed upon fraction of the salary being paid the incumbent of the position for which the student is interning.
 - E. The amount of the salary is to be settled by the intern and the school system; it is not predetermined by State College.
4. To agree that interns must be acceptable both to the affiliated school system and to State College. Interns may be nominated either by:
- A. State College, upon request from a local school system.
 - B. A local school system.
5. No affiliated system is restricted in its freedom to receive interns from any and all other sources.



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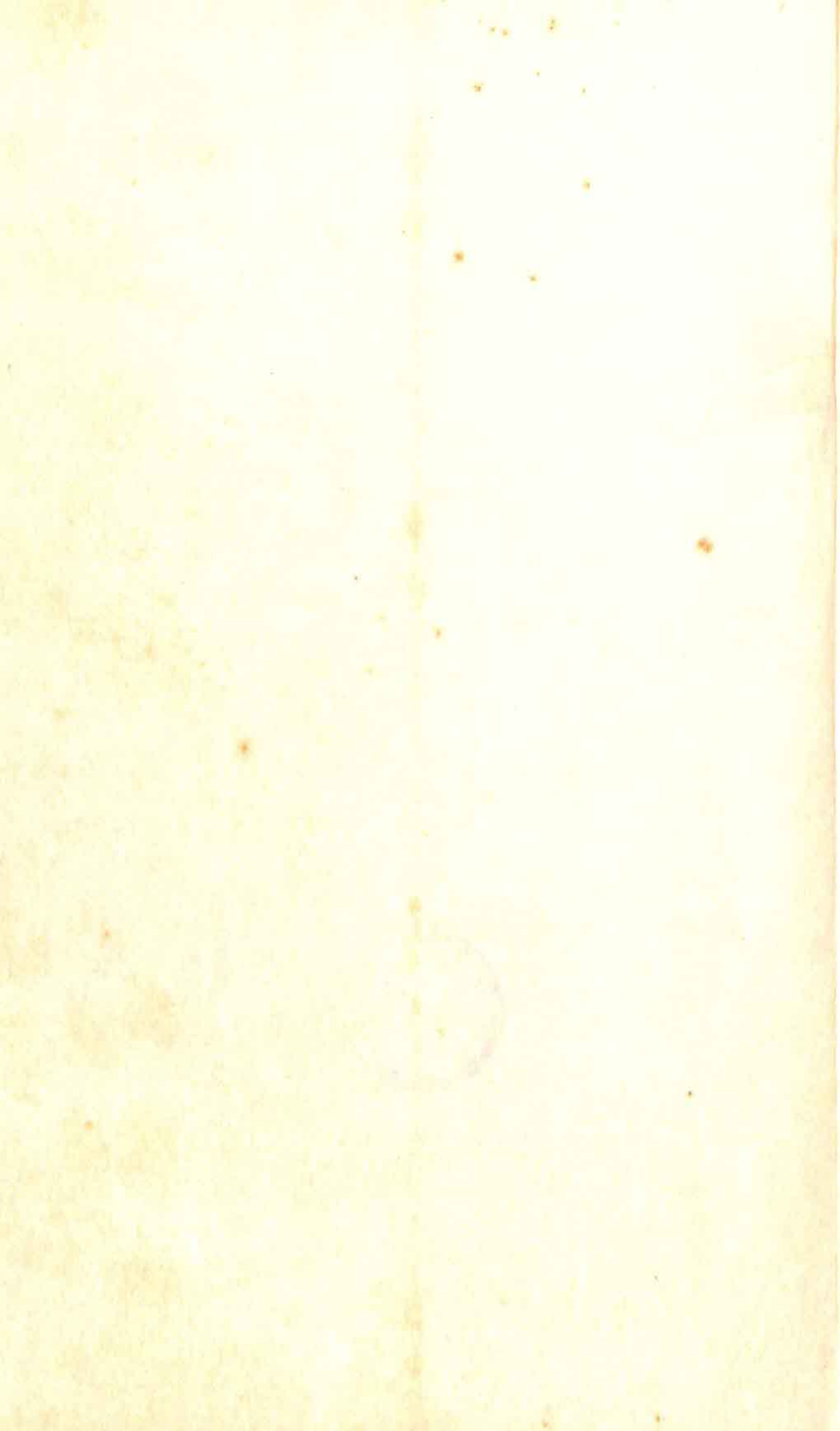
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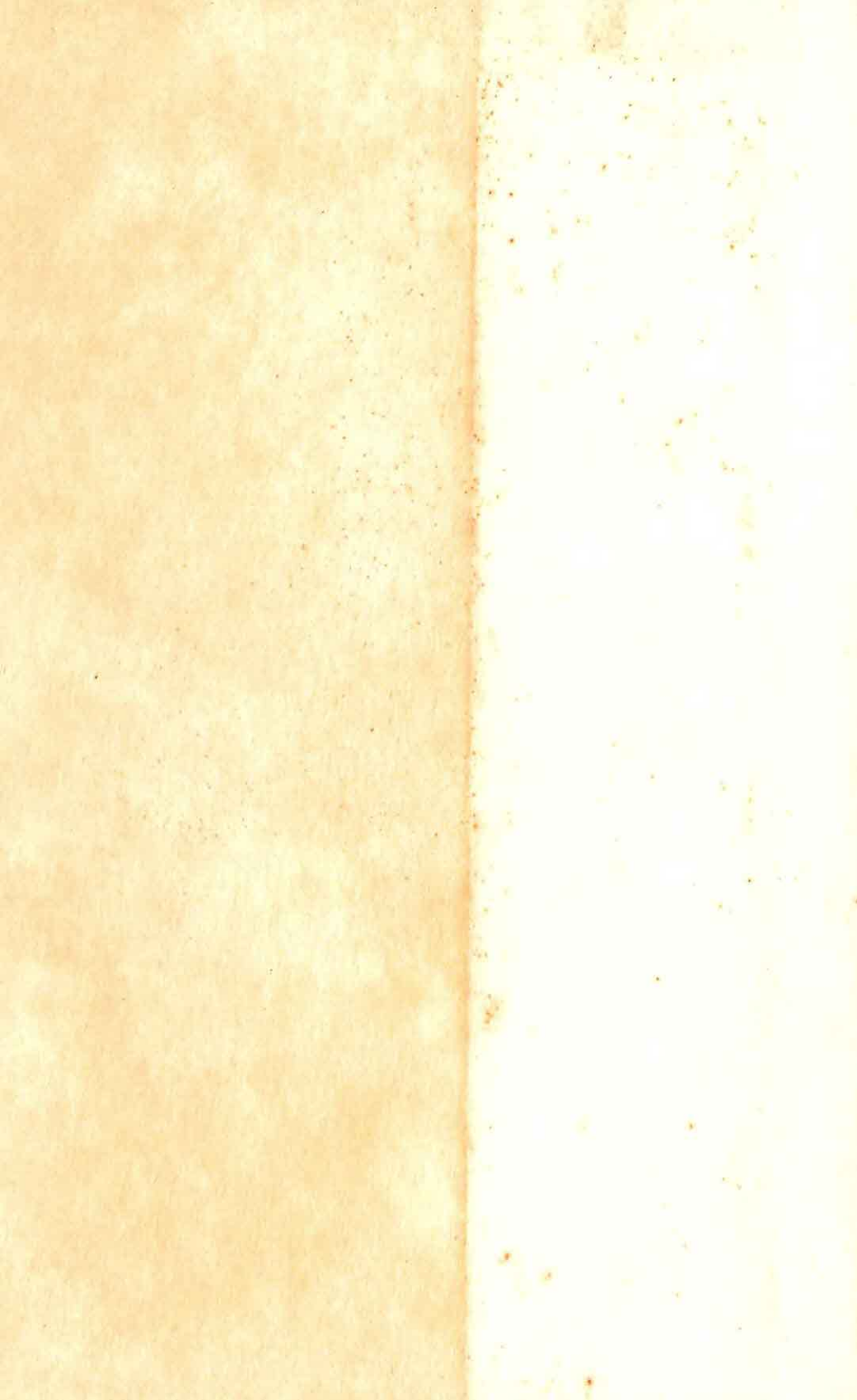
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within half a century of their inception these programs were already being searchingly evaluated.

Of the developments which have been an outgrowth of this evaluation, few—if any—will prove to be more significant, I believe, than the systematic use of internships. The fact that internships are proving themselves to be highly valuable in an administrator's preparation gives rise to the belief that the time may come when they will be considered indispensable.

The nation-wide evaluation effort, out of which internships have developed, has been promoted by the profession itself. The movement was initiated by the American Association of School Administrators, working cooperatively with other professional associations. It began with a meeting of professors of educational administration in Ithaca, New York, in the summer of 1947; continued with the organization of the National Conference of Professors of Educational Administration (NCPEA); expanded in the Co-operative Program in Educational Administration (CPEA), financed in considerable part by the W. K. Kellogg Foundation; and has achieved some degree of permanence in the University Council for Educational Administration (UCEA), an organization dedicated to the upgrading of educational administration and composed of leading universities throughout the country.

Dr. Daniel R. Davies has been closely involved in all these developments. Born in Pennsylvania in 1911, he had experience both as a teacher and as an administrator before joining the staff at Teachers College, Columbia University, where he is now Professor of Education. He has written numerous books and articles and has had a number of distinguished editorial and consulting assignments. A leader

The Internship in Educational Administration

by DANIEL R. DAVIES

(Foreword continued from back flap)

in the early meetings of professors of educational administration, he was the Coordinator of the CPEA in the Middle Atlantic Region from 1950 to 1959 and was the first executive director of the UCEA. He has been in a strategic position to view many research projects and experiments in administration, including a variety of internship programs. He is thus peculiarly well-fitted for writing the present volume.

This volume constitutes an excellent synopsis of the literature in this area. As such, it should prove useful to all those who want an overview of the field. It contains many ideas which should prove helpful in the initiation or operation of internship programs, and thus should be of special interest to administrators, school board members, teachers, and citizens. Teacher educators who have responsibilities for internship programs should also find this volume useful.

CLARENCE A. NEWELL
*Professor of Educational
Administration
University of Maryland*

The Author

An authority in the field of educational administration, Dr. Daniel R. Davies is Professor of Education at Teachers College, Columbia University. His Ed.D. degree was received from Columbia in 1946. He led in the establishment of the University Council for Educational Administration and served as the Council's executive director from its inception until 1959. Dr. Davies is co-author of several books, including *Patterns of Educational Leadership* and *You in Management*.

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